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ABSTRACT

The report on special education services in Louisiana reviews present services, recent Federal court decisions mandating special education for all handicapped children, and makes recommendations for program improvement. It is noted that Louisiana Law requires public education of all exceptional children between 3 and 21 years of age with IQs above 25. Reported is a 1973 survey which had the following findings: (1) almost half of Louisiana children identified as needing special education were not receiving it; (2) most children receiving special education services were in public schools; (3) private and public agencies other than public schools offered more services to the trainable mentally retarded than any other group; (4) special education needs of the physically handicapped, emotionally disturbed, learning disabled, and visually impaired were not being met by either public schools or other agencies; (5) public schools emphasized services at the elementary level with few programs for preschool and secondary students; (6) private and other public special education agencies placed a greater emphasis on preschool and secondary levels than did the public schools; and (7) most children receiving special education in the public schools were placed in special classes with very little use made of techniques such as mainstreaming. It is recommended that an additional $23.4 million be provided for special education services during the 1974-75 school year, that an additional 34 evaluation teams be established at university special education centers, and that an additional 74 speech therapists, 903 special education teachers, and 2,138 aides be provided. (DB)

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SPECIAL EDUCATION: A MANDATE TO LOUISIANA SCHOOLS

PAR ANALYSIS

Number 194
December 1973

SPECIAL EDUCATION: A MANDATE TO LOUISIANA SCHOOLS

HIGHLIGHTS

- Application of the right to education to all handicapped children by the federal courts has made the provision of special education mandatory in public schools.
- Louisiana law requires school officials to provide an education to all handicapped or exceptional children between the ages of 3 and 21 with I. Q.'s above 25, but a 1973 PAR survey found that:
  - Almost one half of the 134,782 children in Louisiana identified as needing special education in 1972-73 were not receiving it.
  - Of the 64,611 children not receiving the needed services, 25,575 needed evaluation, and 39,036 were evaluated but no services were available.
  - There were 70,171 children receiving special education services throughout the state in the 1972-73 school year; the majority of these, 55,185, were being served in the public schools.
  - Like the public schools, private and other public agencies offered the largest number of services to the mentally retarded, but these services were geared to the trainable mentally retarded to a much greater extent than to the educable mentally retarded.
  - The special education needs of the physically handicapped, emotionally disturbed, learning disabled and visually impaired were left largely unmet by both public schools and other public and private agencies.
  - The public school programs placed a heavy emphasis on providing services to elementary school students, and there were few programs for the preschool and secondary students.
  - Private and other public special education agencies placed a relatively greater emphasis on meeting the needs of preschool and secondary aged students than did the public schools.
  - The majority of children receiving special education in the public schools were placed in special classes; very little use was made of new techniques, commonly called "mainstreaming," which involve regular class placement supplemented by special education services.
- For the 1974-75 school year an additional $23.4 million is required for special education services necessary to meet the needs of the children already identified. In determining this amount, PAR estimated that:
  - An additional 34 evaluation teams are needed at the university special education centers at a cost of approximately $3.7 million.
  - An additional 74 speech therapists, 903 special education teachers and 2,138 aides are necessary to meet the needs of children already evaluated for special education in the public schools, at a cost of $14.9 million.

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INTRODUCTION

Louisiana school officials are required by law to provide an education to children with serious physical, emotional and mental impairments. These children have not been a major concern of most school systems, and only limited facilities and educational opportunities have been available to them. Many of these children have been institutionalized, have been placed in regular classes instead of special classes or have attended privately operated facilities such as day care centers and sheltered workshops. Some have been kept in the home.

The problem of providing an adequate education for physically and mentally handicapped children is not unique to Louisiana. Other states are now coping with this situation, either voluntarily or under court order. Although the findings of this study indicate that special education programs in Louisiana public schools are conducted on a limited scale, there is ample foundation on which to build a sound statewide program. Louisiana's public and private agencies have a great deal of experience in the field of special education and have developed expertise in the techniques and methods of providing these services. Present legislation and court precedents in Louisiana and other states now provide the impetus for spreading this expertise statewide.

HISTORICAL REVIEW

Legislation

Special education in Louisiana as we know it today had its origin in the mid-1940's. Act 239 of 1944, the Compulsory School Attendance Law, required every child from age 7 through 15 to remain in school. Until 1944, Louisiana's legal base for compulsory school attendance was permissive, vague and generally unenforceable. Act 163 of 1944, often called the Crippled Children's Act, established funding for hospital classes for orthopedically handicapped children and for home instruction for children who were temporarily confined to their homes. Many of the children in these categories were polio victims.

The first attempt toward comprehensive special education legislation in Louisiana was Act 509 of 1950, generally known as the Exceptional Children's Fund. This act allowed parish school boards to establish special classes for all exceptional or handicapped children between birth and 21 years of age except the mentally gifted or mentally retarded. Educable mentally retarded children were also included but only those between the ages of 3 and 21. The parish school boards were to be reimbursed by the state for the excess cost of providing these services over regular classroom services.

Act 509 required children classified as "exceptional" to be diagnosed by competent authorities, pursuant to the rules and regulations of the State Board of Education.

The state was in great need for such legislation but was totally unprepared for implementing a program so broad in scope. Teachers were not trained; children had not been tested; classroom space was not provided at the local level; and colleges were not prepared to offer teacher education programs which were so obviously needed. It soon became evident that among the most pressing needs was to find a solution to the problem of proper assignment of children to special

classes. Few could agree upon the "competent authorities" specified in the act. Upon the authorization of the State Department of Education, a team of professionals formed a Special Education Clinic at Southeastern Louisiana College at Hammond in 1951. The group consisted of a clinical psychologist, a psychiatric social worker, an educational consultant, and a speech and hearing therapist. These professionals were to evaluate children, train teachers and provide consultative services to a specified number of school systems near the college. This approach was later adopted by the other state colleges and universities.

Act 263 of 1960 authorized for the first time classes for the trainable mentally retarded in the public schools. Also the State Department of Education was authorized to purchase services from approved facilities for all exceptional or handicapped children covered in this act when parish school boards did not provide the necessary classes.

Act 275 of 1960 provided that teachers who were certified and teaching exceptional children should receive an additional 10 percent of their base pay for such services, but no funds were appropriated.

In a period of less than 10 years, special education services grew from virtually nothing to a point at which all school systems were participating to some extent. The major remaining complaint was that the legislation was not compulsory.

Several factors made it necessary to reexamine the legal basis of special education during the 1964 session. Fragmented legislation, overlapping or unclear agency responsibilities, obvious inadequacies in some laws and growing interests in a mandatory law caused some legislators to suggest a bill which would resolve these issues. The result was Act 487 of 1964 which retained the basic provisions of previous legislation but included these important changes:

1. Named the college special education centers as the competent authorities to evaluate children for class placement and named conditions under which other authorities might be used.
2. Made gifted children eligible to receive services.
3. Changed the eligible age range of all exceptional or handicapped children, except the mentally retarded, from birth to 21 years, to 3 to 21 years.
4. Made it mandatory for school systems to establish special classes: (a) when as many as 10 children had been recommended by a special education center to form a class, and (b) when a teacher and facility were available and approved by the State Department of Education.
5. Provided for special education teachers in the state formula for allocating funds to local school systems and based the allotment on minimum-maximum pupil-teacher ratios for different exceptionalities. This provision had the effect of establishing teacher-pupil ratios based upon national standards.

Although Act 368 of 1972 provides very few major changes in the legislation on special education, it does close some of the loopholes which allowed public schools to avoid complying with the mandatory provisions of Act 487. The act does incorporate other modifications as follows:

1. It includes in the trainable mentally retarded category all of those children down to an I. Q. of 25.
2. Reevaluation of each child every 3 years is required.
3. Teacher aides are included in

the formula for allocating funds for salaries.

4. It specifies that classes may not span a chronological age of more than 3 years nor an instructional span of more than 3 grades or achievement levels.

5. School systems are allowed to contract with nearby school districts, approved private facilities and the Division of Mental Retardation for special education services with the cost not to exceed the gross cost per educable in the school district plus the pro rata share of the state allotment for special education teachers.

Act 70 of 1973 provides that the State Board of Education must certify centers as competent authorities, but also allows the State Department of Education to contract with individual school systems for evaluation, thereby designating them as competent authorities. The act also creates a 15-member advisory committee appointed by the state board to study and review the special education centers to determine if they are performing satisfactorily, but it does not give the advisory committee authority to review all other evaluation agencies.

Special Education and the Courts

The evolution from permissive to mandatory laws for special education was accompanied by similar action in the courts. Several suits have attempted to broaden the definition of the right to education to include exceptional children and to clarify the procedural rights involved in classifying children as exceptional and in providing or denying them an adequate public education.

The legality of denying a public education to mentally retarded children was challenged in a federal district court in a 1971 suit, *Pennsylvania Association for Retarded Children* v. *Commonwealth of Pennsylvania*, 334 F. Supp. 1257 (E. D. Pa. 1971), brought on behalf of 14 school-age mentally retarded children and "all others similarly situated" who were excluded from public schools. The suit was resolved by a consent agreement which required that all retarded children between the ages of 6 and 21 be afforded a publicly supported education within a year.

The landmark case in special education litigation thus far is *Mills* v. *Board of Education*, C. A. No. 1939-71 (D. D. C. 1971), filed in the District of Columbia. This case is significant because (1) it resulted in a decision of the federal district court rather than a consent agreement and (2) it was a class action suit applying to all handicapped children rather than to a single category as in Pennsylvania. At issue was the failure of the District of Columbia's educational agencies to provide all children with a publicly supported education and the allegedly arbitrary manner in which the children had been excluded from public education programs.

Mills resulted in a decision of the court which stated that a public education was a constitutional right of all children regardless of their handicaps. The court also declared that the exclusion of the children from such an education without a prior hearing and without being offered an adequate and immediate alternative or a review of placement procedures was a denial of the constitutional rights of due process and equal protection of the law. The court further ruled that a lack of funds was not sufficient cause to excuse the educational agencies. "The inadequacy of the District of Columbia Public School System," the court declared,

"whether because of insufficient funds or administrative inefficiency certainly cannot be permitted to bear more heavily on the exceptional or handicapped child than the normal child."

The judgment required that every school-age child in the District of Columbia be provided a free and suitable public education regardless of mental, physical or emotional disability within 30 days of the order. Further, no child could be excluded from a regular public school unless he was provided a prior hearing and could be offered an adequate alternative educational service with a periodic review of his progress and of the adequacy of the alternative.

Since there are several detrimental effects which sometimes result from classifying children as exceptional, methods of classification have also been subjected to court scrutiny. Specifically, it has been argued that the assignment of labels of exceptionality can stigmatize children as "different," sometimes resulting in rejection by other children and school personnel and in isolation from normal school experiences. The label can also mold the expectation others will have of the child's behavior which encourages him to conform to those expectations. In addition, agencies providing special education often determine the population they will serve on the basis of categorical labels, which can prevent children with several handicaps from receiving treatment for handicaps other than the one designated. Finally, this method of categorization can result in the placement of children in special education programs whether this is necessary or not. In view of these potential negative effects, interested groups have sought, through court action, to insure that all procedural safeguards are observed in the classification process especially in order to prevent misclassification.

In one such case in California, *Larry P.* v. *Riles*, 41 U. S. L. W. 2033 (U. S. June 21, 1972), a class action suit was filed on behalf of six black children who allegedly were misclassified as "Educable Mentally Retarded." The complaint argued that the children were victims of the testing procedure which failed to recognize their unfamiliarity with white, middle-class backgrounds. In June 1972, the federal court ordered the California school district to refrain from placing black students in educable mentally retarded classes on the basis of criteria emphasizing I. Q. tests as they are currently used, "if the consequence of the use of such criteria is racial imbalance in the composition of such classes." Since there were proportionately more black children than white children classified as educable mentally retarded and placed in special programs, the judge ruled that the school board must demonstrate that the use of I. Q. tests was not discriminatory. In response, the school board argued that while the tests were not culture free, they were the best means available for evaluating students. Since the school board could not demonstrate that the tests were culturally unbiased and since it relied primarily on them even though California law required the collection of other types of information, the court ruled that this use of I. Q. tests deprived black children of the right of equal protection of the law.

In a case closer to home, *Lebanks* v. *Spears*, C. A. No. 71-2897 (E. D. La., New Orleans Division, 1972), eight black children classified as mentally retarded filed suit against the Orleans Parish School Board in federal district

court. The plaintiffs alleged that (1) the procedures and standards for evaluating children were discriminatory, resulting in possible misclassification, (2) special education services were provided in a discriminatory manner, (3) the plaintiffs were denied a public education adequate to their needs and (4) the method of excluding these children from a public education and the classification procedure used denied them their right of due process of law.

The suit was settled by a consent agreement which mandates the provision of a public education to all retarded children. It was agreed that no child's educational status could be changed without an evaluation, development of a special education plan and provision for periodic review of his status. Further, children could be excluded from the Orleans system only if the above steps were followed and only if free training by another public agency was provided as an alternative. The agreement also detailed the procedural safeguards, such as notice and hearings, which must be observed in the evaluation and placement of children.

While the consent decree dismissed the claims of racial discrimination, the terms of the agreement relating to evaluations should aid in preventing discriminatory classification. In particular, the agreement provided that no child could be classified as retarded without an individually administered I. Q. test, some measurement of adaptive behavior and consideration given to the effects of his social and cultural background.

TYPES OF SPECIAL EDUCATION

That exceptional children should be provided equal access to a public education is now fairly well agreed upon. The type of education they should receive, however, is a subject of controversy. Beyond agreement that regular class placement should receive first priority if at all possible, there is a wide variety of opinion among professionals as to what kind of special education is best for various types and degrees of handicaps. The alternative forms of special education most commonly used are:

1. Regular class placement aided by specialists.
2. Regular class placement with resource room.
3. Special class placement.
4. Special day school placement.
5. Residential school placement.

Regular Class Aided By Specialists

Regular classes aided by specialists allow the minimally handicapped child the maximum opportunity to obtain and participate in a normal educational experience. Specialists in this arrangement can be utilized in one of two ways. First, the regular classroom teacher may consult with educational specialists in such fields as instructional materials, reading, psychology and speech in order to help in planning the education program of the handicapped child. Second, rather than primarily acting as advisors to the teacher, the specialists may work directly with particular children on specific problem areas. One of the advantages cited for this type of arrangement is that the specialists are itinerant and can thus serve several schools in a district, However, by not being assigned full-time to any one school, the specialists' contact with teachers and students is limited and thus may have the disadvantage of preventing them from gaining an in-

depth understanding of the problems of the teacher and/or needs of the child.

Regular Class With Resource Room

Under another arrangement, a child is placed in a regular class with some time spent in a resource room or area where a resource teacher will provide remedial or supplemental instruction. The regular classroom teacher and the resource room teacher work together in preparing the educational program for the child. However, in this situation, as well as in the one involving itinerant specialists, the primary responsibility for the child's educational welfare rests with the regular classroom teacher.

The use of resource rooms has been posed as an alternative to special education classes for all but the school's most severely handicapped children. Specifically, some researchers have concluded that most, but not all, educable mentally retarded, learning disabled, emotionally disturbed and physically handicapped children can be reintegrated into regular classrooms through the use of resource rooms. In addition, they point out that the needs of children with mild to moderate problems who would never qualify for special education can also be met by using the resource room method. In this way, children who could not ordinarily receive special education until a disorder grew more serious, could receive attention which might prevent the problem from worsening or perhaps remove it altogether.

Resource rooms have been said to have the additional advantage of minimizing the possible ill effects of separating handicapped children into special classes by allowing interaction with their normal peers in the regular classroom situation. Further, since most elementary schools are large enough to accommodate resource rooms, handicapped children could, in most cases, attend neighborhood schools, eliminating the need for transporting them to available special classes across the town or parish. Finally, resource rooms can accommodate greater numbers of children at less cost than can special classes.

Special Class Placement

In contrast to the two types of special education mentioned thus far which involve "mainstreaming" handicapped children into regular classes, the concept of special class placement is based on the idea that the educational needs of severely handicapped children can be best met through separation into homogeneous classes by category of exceptionality. The reasoning underlying the use of special classes is that handicapped children (1) require special teaching methods because their learning processes are different from normal children, (2) require special educational goals and curriculum, (3) are, in some cases, below chronological age standards in achievement and capability and (4) may not be accepted by other children in regular classes. Usually, placement in a special class means that all of the handicapped child's education, with the exception of nonacademic areas such as physical education takes place inside the special class under the direction of a trained special educator.

Special Day School Placement

For the most part, special day schools in Louisiana serve the more

severely handicapped children and generally provide services not available in the public schools. These services are usually provided in the form of day care for preschool exceptional children and school-age severely handicapped children and prevocational training for secondary level students. Special day schools are primarily operated by private, nonprofit agencies, usually with financial assistance from the state on a contractual basis.

Residential Facilities

The residential facility is reserved for children so severely handicapped that they cannot live at home because they require full-time supervision and maintenance. Some of the special facilities provide limited academic training; however, in most emphasis is placed on training and instruction which will enable students to better care for their own personal needs and function as independently as possible.

Conclusion

One of the goals of those involved in the field of education and care of handicapped children is to keep the handicapped in the community rather than separating them in residential facilities. This has prompted a greater emphasis on the services which can be provided within the community through the public schools and special day schools. With the expansion of services in the public schools to children with a greater variety of types and degrees of handicaps has come the realization that special education classes are often overused by including in them children who could have profited from regular class placement aided by specialists or resource room teachers. This has resulted in the current focus on various types of "mainstreaming."

The whole spectrum of special education services, from itinerant specialists to residential facilities should be available since each is probably best suited for one or more types or degrees of handicaps. Since public schools serve the widest ranges of handicapped children, assignment of priorities to the type of services to be offered by any one school involves consideration of several factors. Among these are (1) the capabilities and problems of the children to be served, (2) whether the regular classes are structured on the traditional grade system or use continuous progress or other nongraded systems, and (3) the attitude of the school's teachers and administrators. Although newly formulated state policy allows the funding of resource rooms and itinerant specialists, the state funding formula is based primarily on self-contained classes. This is one of the major impediments to flexible decisionmaking since it is easier to obtain state money for special classes than for regular classroom alternatives.

PUBLIC SCHOOL SURVEY

All of Louisiana's public schools were surveyed to determine the number and kinds of exceptional children now being served by public school special education programs and to arrive at an estimate of the number of exceptional children whose needs are unattended. Responses were received from 65 of the state's 66 school systems with only East Feliciana not responding. The survey was based on the 1972-73 school year.

Referral Procedures

All children must be evaluated by a university special education center or other approved evaluation agency before they may be placed in a special education class. The survey found that in all responding school systems the referrals for evaluation were initiated by the classroom teacher who either reviewed the situation with the guidance counselor, if there was one, or the principal, if not. The principal or the guidance counselor referred the case to the central school board office, often through the visiting teacher. The school board office reviewed the case using either a screening committee or one staff member depending upon the staffing situation. The case was then referred either to a university special education center or to other evaluation agencies.

In all of the responding school systems, referrals were made to a university special education center except St. Landry Parish which used the St. Landry Special Education Department and West Feliciana where evaluations were made by federally funded school psychologists.

In addition to using the university special education centers, 19 school systems sometimes referred children to mental health centers or clinics. Fourteen school systems also indicated that students were occasionally evaluated by staff of the local system usually hired through federal funds. Private facilities such as speech and hearing foundations and cerebral palsy centers also performed evaluations. When these evaluations recommend special class placement in a public school, the evaluation must be reviewed by a university special education center.

Referrals and Evaluations

For the 5-month period, September 1972 through January 1973, 11,826 students throughout the state were referred for evaluation. The number of children referred but on waiting lists for evaluation was 5,207 or 44 percent of the total number of referrals. In addition, the school systems estimated that there were 19,703 students who should have been referred for evaluation but had not as yet been referred. If the number of children on the waiting lists for evaluation is combined with the number of children who should have been referred, the result is 24,910 children who needed evaluation. (See Table 1.)

In 18 parishes, there was at least one child on the waiting list for every one evaluated, and in nine of these parishes, the waiting list was two or more times as great as the number of children evaluated.

In 38 parishes, there was at least one child who should have been referred for every one evaluated, and in 13 of these parishes the number who should have been referred was five or more times as great as the number evaluated. (See Table 1.)

Children Evaluated as Needing Special Classes

The survey showed that 20,410 students were evaluated as needing special education classes, of which 93.4 percent were in the regular classroom awaiting placement and 6.6 percent were not in school. (See Table 2.) The school systems responded that 3.4 percent of these students could be placed in classes if transportation were available. Of the total number of children not receiving special education

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Table 1. REFERRALS AND EVALUATIONS—SEPTEMBER 1972–JANUARY 1973—PUBLIC SCHOOLS

Parish	No. Children Referred			No. Referred and on Waiting List to be Evaluated			No. Should Have Been Referred			No. Evaluated	Students on Waiting List Per No. Students Evaluated	No. Should Have Been Referred Per No. Evaluated
	Preschool	Elementary	Secondary	Preschool	Elementary	Secondary	Preschool	Elementary	Secondary			
Acadia	0	154	5	0	74	3	0	0	0	82	0.88	0
Allen	60	373	524	0	10	0	0	24	11	947	0.01	0.04
Ascension	[illegible]	110	0	0	46	0	0	0	0	64	0.72	0
Assumption	0	91	0	0	30	0	0	40	0	61	0.49	0.66
Avoyelles	0	71	13	0	41	4	10	35	7	39	1.15	1.33
Beauregard	0	27	0	0	7	0	0	30	0	20	0.35	1.50
Bienville	0	22	0	0	0	0	0	101	34	22	0	6.14
Bossier	5	134	94	2	84	69	100	1,412	168	78	1.99	21.54
Caddo	7	498	142	2	86	19	0	200	50	540	0.20	0.45
Calcasieu	3	357	3	0	125	1	0	125	1	237	0.53	0.53
Caldwell	0	32	0	0	0	0	0	0	0	32	0	0
Cameron	0	30	0	0	4	0	0	0	0	26	0.15	0
Catahoula	0	35	0	0	6	0	0	30	0	29	0.21	1.03
Claiborne	10	60	10	0	0	0	0	50	0	80	0	0.63
Concordia	0	51	8	0	130 [a]	10	151	150	100	[a]	[a]	[a]
De Soto	0	73	20	0	10	5	0	30	12	78	0.19	0.54
East Baton Rouge	0	328	271	NA	101	84	0	3,120	1,679	414	0.45	11.59
East Carroll	0	42	0	0	0	0	0	1,410	469	42	0	44.74
East Feliciana	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Evangeline	10	85	3	5	75	0	0	150	0	18	0.23	8.33
Franklin	0	180	30	0	300 [a]	10	90	180	100	[a]	[a]	[a]
Grant	0	115	0	0	30	0	0	75	0	85	0.35	0.88
Iberia	3	105	14	0	18	1	0	45	80	103	0.18	1.21
Iberville	48	286	30	15	233	18	0	94	48	98	2.71	1.45
Jackson	0	15	0	0	2	0	20	63	32	13	0.15	8.85
Jefferson	0	685	18	0	475	15	0	0	0	213	2.30	0
Jefferson Davis	0	87	14	0	19	0	1	45	0	82	0.23	0.56
Lafayette	21	70	8	8	100 [a]	3	10	1,000	400	[a]	[a]	[a]
Lafourche	3	325	116	2	218	93	37	4,369	220	130	2.42	5.29
LaSalle	3	69	5	2	11	2	25	100	20	62	0.24	2.34
Lincoln	15	532	120	7	180	54	6	225	150	426	0.57	0.89
Livingston	0	250	16	0	130	0	20	50	50	130	1.00	1.00
Madison	3	23	5	0	3	1	10	25	15	[illegible]	0.15	1.85
Morehouse	13	288	9	6	173	3	8	53	6	128	1.42	0.52
Natchitoches	0	120	53	0	27	35	30	90	60	111	0.56	1.62
Orleans	0	601	93	0	18	2	NA	NA	NA	674	0.03	NA
Ouachita	2	425	2	2	368	2	33	460	40	57	6.53	9.35
Plaquemines	0	87	0	0	43	0	0	251	78	44	0.98	7.48
Pointe Coupee	6	64	2	5	20	5	10	90	50	42	0.71	3.57
Rapides	15	328	21	6	181	8	25	187	34	169	1.15	1.46
Red River	2	71	26	3	37	24	38	125	43	42	1.52	4.91
Richland	1	137	5	1	80	1	50	250	125	61	1.34	6.97
Sabine	30	150	25	1	50	[illegible]	12	150	30	152	0.35	0.93
St. Bernard	0	85	2	3	72	[illegible]	0	15	3	14	5.21	1.29
St. Charles	7	116	5	3	35	1	15	175	40	91	0.43	2.53
St. Helena	0	131	0	0	97	0	0	150	0	34	2.85	4.41
St. James	5	51	14	0	64 [a]	0	0	470	100	[a]	[a]	[a]
St. John	0	75	0	0	30	0	0	40	0	45	0.67	0.89
St. Landry	48	297	20	7	61	5	15	65	20	292	0.25	0.34
St. Martin	0	84	0	0	26	0	0	95	0	58	0.45	1.64
St. Mary	0	81	0	0	39	0	0	95	0	42	0.93	2.26
St. Tammany	5	98	12	0	12	0	0	27	0	103	0.12	0.26
Tangipahoa	3	136	25	0	57	12	45	309	150	94	0.75	5.36
Tensas	0	65	15	0	44	11	10	115	50	25	2.20	7.00
Terrebonne	NA	NA	NA	NA	100	100	NA	400	150	NA	NA	NA
Union	2	50	5	0	11	1	0	25	15	45	0.27	0.89
Vermilion	1	72	5	1	52	2	4	26	18	23	2.39	2.09
Vernon	2	89	12	0	13	9	1	101	29	82	0.27	1.60
Washington	0	53	0	0	30	0	30	625	125	23	1.30	33.91
Webster	2	89	2	1	9	0	15	80	35	84	0.12	1.63
West Baton Rouge	0	131	0	0	108	0	0	30	0	23	4.70	1.30
West Carroll	0	31	0	0	0	0	0	20	20	31	0	1.29
West Feliciana	0	41	12	0	25	4	0	10	10	24	1.21	0.83
Winn	3	125	15	0	21	6	100	250	100	116	0.25	3.88
City of Monroe	1	51	12	0	15	0	0	37	20	49	0.31	1.16
City of Bogalusa	4	75	6	1	32	0	0	0	65	61	0.68	1.27
Sub Total	350	9,814	1,862	80	4,500	527	921	13,720	5,082	6,592		
Grand Total		11,826			5,207			19,703				
Percent of Grand Total	3.0%	81.3%	15.7%	1.5%	86.4%	12.0%	4.7%	69.6%	25.7%		0.63	2.64

NA—Not available.

[a] Waiting list includes children in addition to those referred between September and January; therefore, ratios were not calculated for these parishes. Figures for these parishes were not included in the total number evaluated.

Table 2. PUBLIC SCHOOL CHILDREN NEEDING SPECIAL EDUCATION CLASSES

Area of Exceptionality	Total Needing Classes	Percent Needing Classes	No. in Regular Classrooms	Percent In Regular Classrooms	No. Not In School	Percent Not In School
EMR	5,514	27.0%	5,030	26.4%	484	36.0%
TMR	828	4.1	480	2.5	348	25.9
SL	6,888	33.7	6,717	35.2	171	12.7
PH	68	0.3	38	0.2	30	2.2
VI	206	1.0	195	1.0	11	0.8
HI	588	2.9	540	2.8	48	3.6
SI	2,718	13.3	2,616	13.7	102	7.6
ED	1,094	5.4	1,048	5.5	46	3.4
LD	1,885	9.2	1,855	9.7	30	2.2
Other	621	3.0	547	2.9	74	5.5
Total	20,410		19,066		1,344	
Percent of Total	100.0%		93.4%		6.6%	

Key: EMR, Educable Mentally Retarded; TMR, Trainable Mentally Retarded; SL, Slow Learner; PH, Physically Handicapped; VI, Visually Impaired; HI, Hearing Impaired; SI, Speech Impaired; ED, Emotionally Disturbed; LD, Learning Disabilities.

services, the educable mentally retarded and slow learners comprised the largest percentage, 27 percent and 33.7 percent, respectively. However, for the children not in school the largest groups were educable mentally retarded (36 percent) and trainable mentally retarded (25.9 percent).

Of the children in regular classrooms evaluated as needing special classes, 77.7 percent were in the elementary grades while 21.6 percent were in secondary grades.

For those children not in school who were awaiting special class placement, 33.3 percent were preschool students; 27.4 percent, elementary students; and 39.4 percent, secondary students.

In examining the data by parish, it would appear that a minimum of 1,423 additional special education teachers would have to be hired to handle the students who had been evaluated as needing special education classes. This estimate was arrived at by dividing the number of students needing classes by the recommended class size for each exceptionality. (See Table 3.) In addition, there were several parishes which had children evaluated as needing classes but in numbers insufficient to establish an additional class in that category. This situation occurred most frequently in the trainable mentally retarded category where there were 20 parishes with a few children evaluated but not enough to establish a class.

Children Evaluated as Needing Special Services

There were 10,285 students who were evaluated as not requiring a special class but as needing special education services in conjunction with the regular classrooms. Of the total students for whom services were recommended, 6,482 students or 63 percent were not receiving the recommended service. (See Table 4.)

Table 3. NUMBER OF PUBLIC SCHOOL CHILDREN NEEDING SPECIAL EDUCATION CLASSES, BY PARISH

Parish	EMR	TMR	SL, ED, LD	Other [a]	Total Needing Classes	Total Teachers Needed
Acadia	97	15	304	0	416	27
Allen	0	0	0	0	0	0
Ascension	20	0	24	6	50	4
Assumption	14	6	11	0	31	2
Avoyelles	145	26	146	35	352	24
Beauregard	72	5	160	4	241	14
Bienville	0	0	0	0	0	0
Bossier	707	0	799	1,295	2,801	221
Caddo	NA	NA	NA	NA	NA	0
Calcasieu	696	70	1,858	80	2,704	164
Caldwell	2	1	0	0	3	0
Cameron	0	2	0	0	2	0
Catahoula	40	0	6	3	49	3
Claiborne	45	10	100	0	155	10
Concordia	10	1	28	349	388	38
De Soto	12	5	20	20	57	4
East Baton Rouge	5	3	320	0	328	18
East Carroll	5	0	13	0	18	1
East Feliciana	NA	NA	NA	NA	NA	NA
Evangeline	0	0	0	0	0	0
Franklin	307	33	137	148	625	47
Grant	38	11	59	0	108	7
Iberia	2	3	0	5	10	0
Iberville	98	2	229	0	329	20
Jackson	13	4	0	0	17	1
Jefferson	388	153	753	317	1,611	114
Jefferson Davis	2	0	33	0	35	2
Lafayette	315	40	1	0	356	25
Lafourche	0	0	0	531	531	53
LaSalle	128	10	0	0	138	10
Lincoln	89	8	335	0	432	26
Livingston	82	3	134	39	258	18
Madison	11	3	0	0	14	1
Morehouse	10	0	4	0	14	1
Natchitoches	55	0	4	0	59	4
Orleans	162	15	43	11	231	17
Ouachita	182	10	124	52	368	25
Plaquemines	5	0	51	2	58	3
Pointe Coupee	30	5	24	4	63	4
Rapides	97	120	133	0	350	25
Red River	53	7	2	4	66	4
Richland	0	0	0	0	0	0
Sabine	0	0	0	0	0	0
St. Bernard	114	20	91	394	619	55
St. Charles	236	80	483	11	810	52
St. Helena	16	0	0	0	16	1
St. James	46	4	125	1	176	10
St. John	12	3	186	0	201	11
St. Landry	54	45	1	9	109	9
St. Martin	86	2	286	67	441	29
St. Mary	1	0	0	0	1	0
St. Tammany	0	0	114	3	117	7
Tangipahoa	0	0	0	0	0	0
Tensas	5	0	9	0	14	1
Terrebonne	300	0	508	1	809	48
Union	0	0	0	0	0	0
Vermilion	57	17	139	23	230	18
Vernon	43	5	319	179	546	39
Washington	432	59	1,363	357	2,211	146
Webster	0	0	0	0	0	0
West Baton Rouge	3	0	0	0	3	0
West Carroll	0	0	0	1	1	0
West Feliciana	13	0	77	0	90	5
Winn	135	20	258	249	662	50
City of Monroe	12	1	6	0	19	1
City of Bogalusa	18	1	47	1	67	4
Total	5,514	828	9,867	4,201	20,410	1,423

NA—Not available.

Key: EMR, Educable Mentally Retarded; TMR, Trainable Mentally Retarded; SL, Slow Learner; ED, Emotionally Disturbed; LD, Learning Disabilities.

a Other: physically handicapped, visually impaired, hearing impaired, speech impaired and all other.

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Table 4. PUBLIC SCHOOL CHILDREN FOR WHOM SPECIAL EDUCATION SERVICES ARE RECOMMENDED, BY LEVEL OF ACHIEVEMENT

Area of Exceptionality	Not Receiving Services				Receiving Services				Recommended for Services	% Not Receiving Recommended Services
	Total	Pre-school	Elementary	Secondary	Total	Pre-school	Elementary	Secondary		
EMR	934	66	593	275	721	4	599	118	1,655	56.4%
TMR	80	23	42	15	36	0	27	9	116	69.0
SL	2,991	67	2,151	773	1,622	1	1,233	388	4,613	64.8
PH	54	5	31	18	13	0	8	5	67	80.6
VI	159	2	56	101	87	9	64	14	246	64.6
HI	154	6	111	37	253	41	142	70	407	56.1
ED	844	10	689	145	333	2	305	26	1,177	71.7
LD	1,243	8	997	238	710	8	656	46	1,953	63.6
Other	23	0	17	6	28	0	28	0	51	45.1
Total	6,482	187	4,687	1,608	3,803	65	3,062	676	10,285	
Percent of Total	100.0%	2.9%	72.3%	24.8%	100.0%	1.7%	80.5%	17.8%		63.0%

Key: EMR, Educable Mentally Retarded; TMR, Trainable Mentally Retarded; SL, Slow Learner; PH, Physically Handicapped; VI, Visually Impaired; HI, Hearing Impaired; ED, Emotionally Disturbed; LD, Learning Disabilities.

Those groups for whom the precent not receiving services was highest were the physically handicapped (80.6 percent) and the emotionally disturbed (71.7 percent). In 38 school systems there were students not receiving the needed special services, and in 15 of these the number exceeded 100 children. (See Table 5.)

Number of Classes

There were 1,622 special classes offered in the school systems in Louisiana with the majority, 1,095 (67.5 percent), being classes for the educable mentally retarded. The next largest areas were slow learner classes, 156 or 9.6 percent, and learning disabilities classes, 141 or 8.7 percent. (See Table 6.)

The majority of special education classes (55.8 percent) had enrollments between 12 and 15 students. There were only 2.8 percent of the classes with enrollments of 1 to 7 students and 12 percent with classes of 16 or more students. (See Table 6.)

When examined by area of exceptionality, class size was generally within the range established for that area in the minimum salary foundation program. For example, the minimum salary foundation sets a pupil-teacher ratio of 10 to 15 students per teacher for educable mentally retarded classes, and 71.5 percent of these classes ranged from 12 to 15 students. (See Table 6.)

Most of the classes were on the elementary level, 1,301 or 80.3 percent, while only 11 classes or 0.7 percent were on the preschool level, and 309 classes or 19.1 percent were on the secondary level.

It has been recommended that there be at least one aide per teacher in most special education classes, and for some areas of exceptionality more than one aide per teacher is desirable. For the most part, there were few teacher aides, with one aide per 5.2 teachers. Understandably the area with the fewest aides was slow learner classes with one aide for every 26 teachers. Both trainable mentally retarded classes and physically handicapped classes, however, had one aide for every 1.6 teachers. (See Table 6.)

As would be expected, the urban

Table 5. PUBLIC SCHOOL CHILDREN NOT RECEIVING THE RECOMMENDED SPECIAL EDUCATION SERVICES

Parish	EMR	TMR	SL, ED, LD	Other [a]	Total Needing Services
Acadia	0	0	61	0	61
Allen	20	0	0	0	20
Ascension	0	0	0	0	0
Assumption	0	0	0	0	0
Avoyelles	0	0	0	21	21
Beauregard	0	0	0	0	0
Bienville	30	0	45	0	75
Bossier	0	0	0	0	0
Caddo	0	0	0	0	0
Calcasieu	0	0	0	0	0
Caldwell	0	0	37	0	37
Cameron	0	0	2	0	2
Catahoula	26	0	15	0	41
Claiborne	100	0	275	0	375
Concordia	249	39	554	19	861
De Soto	0	0	0	0	0
East Baton Rouge	0	0	422	0	422
East Carroll	5	0	65	3	73
East Feliciana	NA	NA	NA	NA	NA
Evangeline	0	0	0	0	0
Franklin	273	28	151	22	474
Grant	0	0	0	0	0
Iberia	0	0	2	0	2
Iberville	0	0	10	0	10
Jackson	0	0	35	12	47
Jefferson	75	0	855	0	930
Jefferson Davis	0	0	105	0	105
Lafayette	0	0	116	0	116
Lafourche	0	0	0	0	0
LaSalle	0	0	141	20	161
Lincoln	0	0	160	0	160
Livingston	14	10	60	62	146
Madison	0	0	0	0	0
Morehouse	0	0	221	0	221
Natchitoches	0	0	0	0	0
Orleans	0	0	0	0	0
Ouachita	0	0	670	73	743
Plaquemines	0	0	0	0	0
Pointe Coupee	11	0	7	0	18
Rapides	0	0	52	0	52
Red River	0	0	70	20	90
Richland	0	0	0	0	0
Sabine	0	0	0	0	0
St. Bernard	0	0	0	0	0
St. Charles	0	0	0	0	0
St. Helena	0	0	0	0	0
St. James	0	0	0	0	0
St. John	0	0	0	0	0
St. Landry	0	0	83	0	83
St. Martin	0	0	0	27	27
St. Mary	0	0	5	0	5
St. Tammany	0	0	0	0	0
Tangipahoa	0	0	44	4	48
Tensas	33	1	52	9	95
Terrebonne	0	0	0	0	0
Union	9	0	22	2	33
Vermilion	45	0	69	2	116
Vernon	39	2	261	2	304
Washington	0	0	400	85	485
Webster	1	0	10	5	16
West Baton Rouge	0	0	1	1	2
West Carroll	4	0	0	1	5
West Feliciana	0	0	0	0	0
Winn	0	0	0	0	0
City of Monroe	0	0	0	0	0
City of Bogalusa	0	0	0	0	0
Total	934	80	5,078	390	6,482

NA--Not Available.

Key: EMR, Educable Mentally Retarded; TMR, Trainable Mentally Retarded; SL, Slow Learner; ED, Emotionally Disturbed; LD, Learning Disabilities.

[a] Other: physically handicapped, visually impaired, hearing impaired, and all other. See Table 9 for number of children needing speech therapy by parish.

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Table 6. NUMBER AND PERCENT OF PUBLIC SCHOOL SPECIAL EDUCATION CLASSES, BY SIZE OF ENROLLMENT AND AREA OF EXCEPTIONALITY

Area of Exceptionality	Total Classes		Number of Classes With Enrollment Of:				No. Teachers	No. Aides	No. Teachers per Aide
	Number	Percent	1 - 7	8 - 11	12 - 15	16 or More			
EMR	1,094	67.5	9	214	782	89	1,093	155	7.1
TMR	91	5.6	7	48	32	4	87	53	1.6
SL	156	9.6	0	8	73	75	156	6	26.0
PH	22	1.4	2	20	0	0	22	14	1.6
VI	13	0.8	10	2	1	0	15	2	7.5
HI	33	2.0	11	20	1	1	29	8.5	3.4
ED	55	3.4	4	49	2	0	61	23	2.7
LD	141	8.7	3	115	5	18	144	46	3.1
Other	16	1.0	0	0	8	8	16	3	5.3
Total	1,621		46	476	904	195	1,623	310.5	5.2
Percent of Total			2.8%	29.3%	55.8%	12.0%			

Key: EMR, Educable Mentally Retarded; TMR, Trainable Mentally Retarded; SL, Slow Learner; PH, Physically Handicapped; VI, Visually Impaired; HI, Hearing Impaired; ED, Emotionally Disturbed; LD, Learning Disabilities.

parishes had the largest number of classes. However, 22 parishes had 10 or fewer classes. (See Table 7.)

Speech Therapy

There was a total of 269 speech therapists employed by the school systems which responded. Eighteen school systems had no speech therapists, while 30 had one to four speech therapists. Only four school systems were served by 20 or more therapists. (See Table 8.) The majority of speech therapists (59.5 percent) had a caseload of between 100 and 149 students. Only 8.9 percent of the speech therapists had a caseload of over 200 students, most of whom were in East Baton Rouge Parish. Ideally, there should be an average of one therapist per 100 students requiring therapy depending on the severity of the handicap.

The school systems responded that 38,203 students had been evaluated as needing speech therapy while 30,055 or 78.7 percent of those evaluated were receiving therapy. An additional 74.5 speech therapists were needed to take care of the number of children by parish who had been evaluated as needing speech therapy and who were not receiving it. Ten parishes without speech therapists reported less than 50 students needing speech therapy, and in nine of these parishes fewer than 15 students were reported as needing speech therapy. (See Table 9.) In parishes which employ no speech therapists, children needing therapy may not be evaluated since there is no one to provide these services once evaluated.

Certification of Teachers

Of the 1,583 special education teachers in Louisiana, 64.2 percent were certified in the area in which they taught. The areas with the fewest certified teachers were emotionally disturbed and learning disabilities, with 57.8 percent and 22.6 percent of those teachers certified, respectively. (See Table 10.) Requirements have only been set within the past year for the certification of learning disabilities teachers.

Of the 271.4 therapists employed

Table 7. PUBLIC SCHOOL SPECIAL EDUCATION CLASSES, TEACHERS AND AIDES

Parish	Number Classes					No. Teachers	No. Aides
	Total	EMR	TMR	SL, ED, LD	Other [a]		
Acadia	22	19	2	0	1	22	15
Allen	8	8	0	0	0	4	8
Ascension	17	15	2	0	0	17	2
Assumption	1	0	1	0	0	1	0
Avoyelles	17	17	0	0	0	17	8.5
Beauregard	3	3	0	0	0	3	3
Bienville	9	9	0	0	0	9	0
Bossier	28	22	1	5	0	27	1
Caddo	119	70	12	20	17	125	13
Calcasieu	59	35	0	20	4	59	43.5
Caldwell	2	0	0	2	0	2	0
Cameron	0	0	0	0	0	0	0
Catahoula	11	11	0	0	0	11	0
Claiborne	11	10	1	0	0	11	0
Concordia	18	10	1	5	1	18	2
De Soto	11	9	2	2	0	11	0
East Baton Rouge	94	57	15	21	1	94	38
East Carroll	12	11	1	0	0	12	4
East Feliciana	NA	NA	NA	NA	NA	NA	NA
Evangeline	16	15	1	0	0	16	1
Franklin	22	22	0	0	0	22	12
Grant	6	6	0	0	0	6	0
Iberia	18	13	5	0	0	18	1
Iberville	48	22	1	22	3	48	4
Jackson	8	2	0	6	0	8	0
Jefferson	228	104	0	114	10	228	75
Jefferson Davis	15	12	0	3	0	15	0
Lafayette	48	39	4	4	1	48	5
Lafourche	34	27	0	5	2	34	0
LaSalle	4	4	0	0	0	4	0
Lincoln	19	6	0	12	0	18	1
Livingston	21	10	1	10	0	23	2
Madison	7	7	0	0	0	5	0
Morehouse	20	14	4	2	0	20	0
Natchitoches	15	12	1	1	1	15	0
Orleans	154	89	10	21	34	145	6
Ouachita	17	16	1	0	0	17	1
Plaquemines	4	4	0	0	0	4	0
Pointe Coupee	6	6	0	0	0	6	0
Rapides	41	29	0	10	2	43	2
Red River	5	5	0	0	0	4	0
Richland	17	16	1	0	0	17	8
Sabine	8	8	0	0	0	8	1
St. Bernard	22	11	2	7	2	21	11
St. Charles	14	13	1	0	0	13	2
St. Helena	3	3	0	0	0	3	0
St. James	18	14	0	4	0	18	0
St. John	17	16	0	1	0	17	0
St. Landry	42	37	1	2	2	41	8
St. Martin	19	18	1	0	0	19	0
St. Mary	17	13	4	0	0	21	0
St. Tammany	27	21	3	3	0	35	4
Tangipahoa	26	21	4	1	0	26	14.5
Tensas	6	6	0	0	0	6	6
Terrebonne	47	39	0	7	1	47	0
Union	0	0	0	0	0	0	0
Vermilion	10	8	2	0	0	10	2
Vernon	6	6	0	0	0	6	0
Washington	22	4	1	17	0	22	4
Webster	20	12	4	4	0	17	2
West Baton Rouge	24	12	2	10	0	24	0
West Carroll	1	1	0	0	0	1	0
West Feliciana	9	9	0	0	0	9	0
Winn	26	17	0	9	0	28	0
City of Monroe	14	12	0	0	2	15	0
City of Bogalusa	9	7	0	2	0	9	0
Total	1,621	1,094	91	352	84	1,623	310.5

NA—Not available

Key: EMR, Educable Mentally Retarded; TMR, Trainable Mentally Retarded; SL, Slow Learner; ED, Emotionally Disturbed; LD, Learning Disabilities.

[a] Other: physically handicapped, visually impaired, hearing impaired, speech impaired and all other.

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Table 8. SPEECH THERAPISTS BY SIZE OF CASELOAD, PUBLIC SCHOOLS

Parish	Less Than 100 Students	100-149 Students	150-199 Students	200 + Students	Total Number Speech Therapists
Acadia	3	2	0	0	5
Allen	0	0	0	0	0
Ascension	0	2	0	0	2
Assumption	0	0	0	0	0
Avoyelles	0	0	1	2	3
Beauregard	0	0	0	0	0
Bienville	0	0	0	0	0
Bossier	0	4	0	0	4
Caddo	1	19	0	0	20
Calcasieu	4	4	1	0	9
Caldwell	0	1	0	0	1
Cameron	0	0	0	0	0
Catahoula	0	0	0	0	0
Claiborne	0	0	0	0	0
Concordia	2	0	0	0	2
De Soto	0	2	0	0	2
East Baton Rouge	2	5	4	16	27
East Carroll	1	2	0	0	3
East Feliciana	NA	NA	NA	NA	NA
Evangeline	6	0	0	0	6
Franklin	0	0	0	0	0
Grant	0	0	0	0	0
Iberia	0	5	0	0	5
Iberville	1	3	0	0	4
Jackson	0	0	0	0	0
Jefferson	0	27	0	0	27
Jefferson Davis	0	1	0	0	1
Lafayette	6	0	0	0	6
Lafourche	0	5	0	0	5
LaSalle	0	0	0	2	2
Lincoln	0	1	0	0	1
Livingston	0	4	0	0	4
Madison	0	1	0	0	1
Morehouse	0	0	0	0	0
Natchitoches	0	2	0	0	2
Orleans	2	0	33	0	35
Ouachita	0	3	0	0	3
Plaquemines	0	0	0	0	0
Pointe Coupee	0	4	0	0	4
Rapides	0	9	0	0	9
Red River	0	0	0	0	0
Richland	0	0	2	0	2
Sabine	0	0	0	0	0
St. Bernard	5	0	0	0	5
St. Charles	3	0	0	0	3
St. Helena	0	1	0	0	1
St. James	0	2	0	0	2
St. John	0	5	0	0	5
St. Landry	0	13	0	0	13
St. Martin	0	5	0	0	5
St. Mary	1	2	0	0	3
St. Tammany	0	0	3	0	3
Tangipahoa	0	3	0	0	3
Tensas	0	0	0	0	0
Terrebonne	1	9	0	0	10
Union	0	1	0	0	1
Vermilion	0	0	0	4	4
Vernon	0	2	0	0	2
Washington	0	2	0	0	2
Webster	3	3	0	0	6
West Baton Rouge	0	4	0	0	4
West Carroll	0	0	0	0	0
West Feliciana	0	0	0	0	0
Winn	0	1	0	0	1
City of Monroe	0	0	0	0	0
City of Bogalusa	0	1	0	0	1
Total	41	160	44	24	269
Percent of Total	15.2%	59.5%	16.4%	8.9%	100.0%

NA—Not Available.

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Table 9. SPEECH THERAPY: EVALUATIONS AND NUMBER OF PUBLIC SCHOOL CHILDREN RECEIVING THERAPY

Parish	No. Evaluated As Needing Speech Therapy	No. Receiving Speech Therapy	No. Not Receiving Speech Therapy	Percent Receiving Speech Therapy	No. Additional Therapists Needed
Acadia	211	451	—[b]	—[b]	—[b]
Allen	81	0	81	0	1
Ascension	NA	NA	NA	NA	NA
Assumption	5	0	5	0	—[a]
Avoyelles	1,298	685	613	52.8	4
Beauregard	11	0	11	0	—[a]
Bienville	0	0	0	—	--
Bossier	865	400	465	46.2	3
Caddo	1,862	1,151	711	61.8	5
Calcasieu	35[b]	720	—[b]	—[b]	—[b]
Caldwell	100	100	0	100.0	0
Cameron	3	0	3	0	—[a]
Catahoula	9	0	9	0	—[a]
Claiborne	50	0	50	0	0.5
Concordia	348	191	157	54.9	1
De Soto	319	289	30	90.6	0.5
East Baton Rouge	7,245	5,770	1,475	79.6	10
East Carroll	421	268	153	63.7	1
East Feliciana	NA	NA	NA	NA	NA
Evangeline	466	466	0	100.0	0
Franklin	70	0	70	0	1
Grant	74	0	74	0	1
Iberia	940	500	440	53.2	3
Iberville	728	476	252	64.1	2
Jackson	3	0	3	0	—[a]
Jefferson	3,002	2,768	234	92.2	2
Jefferson Davis	52[b]	143	—[b]	—[b]	—[b]
Lafayette	633	442	191	69.8	1
Lafourche	971	500	471	51.5	3
LaSalle	200	200	0	100.0	0
Lincoln	211	134	77	63.5	1
Livingston	455	440	15	96.7	—[a]
Madison	140	140	0	100.0	0
Morehouse	220	0	220	0	2
Natchitoches	724	297	427	41.0	2
Orleans	2,438	3,098	—[b]	—[b]	—[b]
Ouachita	636	474	162	74.5	1
Plaquemines	10	0	10	0	—[a]
Pointe Coupee	5[b]	400	—[b]	—[b]	—[b]
Rapides	1,025	1,025	0	100.0	0
Red River	105	0	105	0	1
Richland	1,885	435	1,450	23.1	10
Sabine	60	0	60	0	1
St. Bernard	382	382	0	100.0	0
St. Charles	470	287	183	61.1	1
St. Helena	247	137	110	55.5	1
St. James	66[b]	215	—[b]	—[b]	—[b]
St. John	560	560	0	100.0	0
St. Landry	1,840	1,424	416	77.4	2
St. Martin	1,096	385	711	35.1	4
St. Mary	591	284	307	48.1	2
St. Tammany	525[b]	606	—[b]	—[b]	—[b]
Tangipahoa	392	341	51	87.0	0.5
Tensas	175	0	175	0	1
Terrebonne	775[b]	959	—[b]	—[b]	—[b]
Union	147	147	0	100.0	0
Vermilion	1,214	904	310	74.5	2
Vernon	393	233	160	59.3	1
Washington	225	225	0	100.0	0
Webster	68[b]	316	—[b]	—[b]	—[b]
West Baton Rouge	450	450	0	100.0	0
West Carroll	1	0	1	0	—[a]
West Feliciana	155	0	155	0	1
Winn	340	100	240	29.4	2
City of Monroe	0	0	0	—	—
City of Bogalusa	175	137	38	78.3	—[a]
Total	38,203	30,055	10,881	78.7	74.5

NA—Not available.

[a] Number of students needing therapy less than sufficient for a full or part-time speech therapist.

[b] In cases where the number indicated as receiving speech therapy is greater than the number evaluated, percents were not calculated.

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Table 10. CERTIFIED AND UNCERTIFIED PUBLIC SCHOOL TEACHERS AND THERAPISTS

Area of Exceptionality	Total Certified Teachers	Total Uncertified Teachers	Total Teachers	Percent Certified	Total Certified Therapists	Total Uncertified Therapists	Total Therapists	Percent Certified
MR	848	377	1,225	69.2%	22	2	24	91.7%
PH	17	11	28	60.7	0	0	0	0.0
VI	13	0	13	100.0	1	0	1	100.0
HI	19	12	31	61.3	5.5	3	8.5	64.7
SI	0	2	2	0.0	242.9	22	264.9	91.7
ED	37	27	64	57.8	0	0	0	0.0
LD	35	120	155	22.6	0	0	0	0.0
Other	47	18	65	72.3	0	4	4	0.0
Total	1,016	567	1,583	64.2	271.4	31	302.4	89.7

Key: MR, Mentally Retarded; PH, Physically Handicapped; VI, Visually Impaired; HI, Hearing Impaired; SI, Speech Impaired; ED, Emotionally Disturbed; LD, Learning Disabilities.

in the school systems, 89.7 percent were certified. Almost all were speech therapists of whom 91.7 percent were certified. Although very few therapists (8.5 percent) appeared to be employed exclusively as hearing therapists, many speech therapists worked with both speech and hearing problems and were certified in both areas.

An examination by parish of the data on certification indicates that a majority of the parishes (39) had 50 percent or more of their special education teachers certified in the field in which they were teaching. (See Table 11.) In only 21 of these parishes, however, were 75 percent or more teachers certified, and in only seven were all teachers certified. In 30 parishes all therapists were certified in the area in which they were working, while only five parishes had 50 percent or fewer of their therapists certified.

Supervision of Special Education

Only 15 school systems employed a special education supervisor. Supervisors with other duties had authority over special education classes in 32 school systems, while in 20 systems the programs were under the visiting teacher. Eight systems indicated that the supervision of the program was shared between two persons—usually the supervisor of instruction and the visiting teacher. In addition, two systems indicated that the supervision was shared among three persons. The person charged with supervising special education was certified in an area of this field in 23 of the 65 responding school systems.

Concerns of School Officials

In the course of completing the survey, many school administrators were personally contacted to learn their concerns in assuming the responsibilities resulting from the implementation of Act 368. In general, the school officials contacted were sympathetic to the special education needs of their students and expressed a willingness to provide the services necessary. However, many of them foresaw trouble spots in carrying out the provisions of the act. Among the problems mentioned was the lack of funds for instructional materials and supplies which would be necessary in the required expansion of special education programs. Some officials anticipated difficulty in finding sufficient numbers of qualified teachers to staff the expanded pro-

Table 11. CERTIFIED AND UNCERTIFIED PUBLIC SCHOOL TEACHERS AND THERAPISTS

Parish	Teachers				Therapists			
	Number Certified	Number Uncertified	Total	Percent Certified	Number Certified	Number Uncertified	Total	Percent Certified
Acadia	18	4	22	81.8%	5	0	5	100.0%
Allen	1	3	4	25.0	0	0	0	—
Ascension	14	0	14	100.0	0	0	0	—
Assumption	0	1	1	0.0	0	0	0	—
Avoyelles	6	12	18	33.3	4	0	4	100.0
Beauregard	2	1	3	66.7	0	0	0	—
Bienville	0	5	5	0.0	0	0	0	—
Bossier	17	8	25	68.0	2	2	4	50.0
Caddo	87	33	120	72.5	18	6	24	75.0
Calcasieu	37	22	59	62.7	3.4	1	4.4	77.3
Caldwell	2	0	2	100.0	1	0	1	100.0
Cameron	0	0	0	—	0	0	0	—
Catahoula	11	8	19	57.9	0	0	0	—
Claiborne	4	7	11	36.4	0	0	0	—
Concordia	9	10	19	47.4	1	1	2	50.0
De Soto	3	8	11	27.3	1	1	2	50.0
East Baton Rouge	54	26	80	67.5	29	3	32	90.6
East Carroll	5	7	12	41.7	2	1	3	66.7
East Feliciana	NA	NA	NA	NA	NA	NA	NA	NA
Evangeline	3	13	16	18.8	6	0	6	100.0
Franklin	11	13	24	45.8	0	0	0	—
Grant	2	4	6	33.3	0	0	0	—
Iberia	18	0	18	100.0	5	0	5	100.0
Iberville	41	6	47	87.2	7	0	7	100.0
Jackson	3	5	8	37.5	0	0	0	—
Jefferson	102	104	206	49.5	54	0	54	100.0
Jefferson Davis	0	1	1	0.0	2	0	2	100.0
Lafayette	42	32	74	56.8	4	0	4	100.0
Lafourche	20	13	33	60.6	5	0	5	100.0
LaSalle	2	2	4	50.0	2	0	2	100.0
Lincoln	17	0	17	100.0	1	0	1	100.0
Livingston	14	4	18	77.8	4	0	4	100.0
Madison	7	0	7	100.0	1	0	1	100.0
Morehouse	15	5	20	75.0	0	0	0	—
Natchitoches	7	8	15	46.7	2	0	2	100.0
Orleans	126	19	145	86.9	30	3	33	90.9
Ouachita	14	6	20	70.0	3	0	3	100.0
Plaquemines	1	3	4	25.0	0	0	0	—
Pointe Coupee	1	5	6	16.7	4	1	5	80.0
Rapides	36	10	46	78.3	7	2	9	77.8
Red River	2	2	4	50.0	0	0	0	—
Richland	5	11	16	31.2	0	0	0	—
Sabine	4	4	8	50.0	0	0	0	—
St. Bernard	16	2	18	88.9	5	0	5	100.0
St. Charles	11	2	13	84.6	3	0	3	100.0
St. Helena	1	2	3	33.3	1	0	1	100.0
St. James	8	8	16	50.0	2	0	2	100.0
St. John	9	8	17	52.9	5	0	5	100.0
St. Landry	21	20	41	51.2	10	3	13	76.9
St. Martin	12	7	19	63.2	2	3	5	40.0
St. Mary	15	6	21	71.4	3	0	3	100.0
St. Tammany	27	6	33	81.8	3	0	3	100.0
Tangipahoa	18	NA	18	100.0	3	NA	3	100.0
Tensas	4	1	5	80.0	0	0	0	—
Terrebonne	34	12	46	73.9	10	1	11	90.9
Union	0	0	0	—	1	0	1	100.0
Vermilion	7	2	9	77.8	4	0	4	100.0
Vernon	6	0	6	100.0	2	0	2	100.0
Washington	0	29	29	0.0	2	2	4	50.0
Webster	7	11	18	38.9	6	0	6	100.0
West Baton Rouge	22	2	24	91.7	3	1	4	75.0
West Carroll	0	0	0	—	0	0	0	—
West Feliciana	8	1	9	88.9	0	0	0	—
Winn	11	15	26	42.3	2	0	2	100.0
City of Monroe	13	2	15	86.7	0	0	0	—
City of Bogalusa	3	6	9	33.3	1	0	1	100.0
Total	1,016	567	1,583	64.2	271.4	31	302.4	89.7

NA—Not Available.

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grams, even with state aid in paying salaries. Another concern was that funds from the state might not be forthcoming for services provided outside of a self-contained special education class. Act 368 provides funds for special education teachers based on certain specified class enrollments, and no money is earmarked for resource room teachers. These teachers could provide services to children who remain in regular classes for most of the school day. In addition, it may be difficult to obtain funding for personnel such as physical and occupational therapists who would be needed if a greater variety of exceptionalities is to be served.

In systems with relatively little or no experience in providing special education, the overriding concern was for guidance as to where and how to begin providing the mandated services. Some school officials felt that even with sufficient funds from state and local sources, their inexperience would prohibit them from making effective use of the money. Many felt at a loss in dealing with the severely handicapped such as the trainable mentally retarded.

Comments on Public School Survey Findings

An overview of special education in Louisiana yields a widely varied picture. As might be expected, a broader variety of services is provided in urban school systems than rural ones. Yet, the urban systems reported larger percentages of children not being served perhaps because they are better equipped to know about these children since they provide a greater array of services. On the other hand, some rural parishes indicated that few children were being served and, at the same time, that the needs of very few children were unattended. It is difficult to determine whether these latter figures resulted from an absence of handicapped children or from an unawareness of these children due to the limited services provided.

The survey revealed that the prevailing pattern in providing special education in the state was to offer special classes and/or services in a few areas of exceptionality, usually to the educable mentally retarded, to the slow learner and to the speech impaired. Very little was done to provide services for the physically handicapped, the hearing impaired or the visually impaired. No school systems were offering formalized programs to the gifted child, another area of special education. Almost all systems indicated a deficiency in meeting the needs of students in one or more areas of exceptionality. In addition, common to all systems was the heavy emphasis placed on providing services to elementary school students and a neglect of the special needs of preschool and secondary level students.

Finally, although the survey findings present an awesome picture of what needs to be done in special education, there is reason to believe that some of the figures reported here may be understated. Unfortunately, the understatement lies not in the number of children being served but in those whose needs are unattended. This suspicion was corroborated by statements made by school officials who expressed the feeling that it is pointless to even refer children for evaluation when the services which may be recommended cannot be provided. Apparently, some systems referred only the children suspected of having handicaps for which services were available. In other circumstances, referrals were

not made when the respective evaluation center was behind in its caseload. In addition, the number of handicapped children kept in the home may have been unknown to school officials. Some idea of the size of this understatement may be ascertained from the estimate provided by the school systems that 19,703 children should have been referred but had not as yet been referred.

OTHER SPECIAL EDUCATION FACILITIES

In order to determine how many children were being provided special education outside the public school system, PAR surveyed facilities receiving grants from the Division of Mental Retardation and the Division of Vocational Rehabilitation as well as state-supported institutions and clinics. A total of 154 facilities were surveyed of which 111 or 72 percent responded.

Twenty-eight of the respondents did not provide special services to exceptional children between the ages of 3 and 21. The remaining 83 facilities consisted of 22 day-care centers, 27 vocational training centers, 10 state schools, 7 speech and hearing clinics and 17 other types of special educational facilities. Fifty-seven of these facilities not only served those between the ages of 3 and 21, but also provided special education to 2,916 persons over 21.

The day-care centers and vocational training centers, such as sheltered workshops and activity centers, served the more severely retarded and were generally operated by private organizations with financial assistance from the state. Some of these programs, however, were operated by the Division of Vocational Rehabilitation. The state schools included the residential schools for the mentally retarded operated by the Division of Mental Retardation and the residential facilities for the blind, deaf, spastic and cerebral palsied under the State Board of Education. The speech and hearing clinics responding to the survey were sponsored either by private organizations or universities, and all provided diagnosis and therapy for children with speech and hearing problems. Special facilities for other categories of handicaps, such as the cerebral palsied, the learning disabled and the emotionally disturbed, were also among the respondents.

Children Evaluated

The children served by these facilities were evaluated by various agencies including university special education centers, mental health clinics, private professionals or in-house evaluation teams. The majority of facilities utilized the services of a combination of evaluation agencies, most commonly university special education centers, mental health centers and in-house evaluation staff. During the 1972-73 school year, 8,683 children were evaluated by the 38 facilities with in-house evaluation staffs. These facilities also reported that 665 children were waiting to be evaluated. Preschool-aged children comprised the largest percentage of those evaluated, 38.3 percent, while 25.9 percent were of elementary-school age, and 23 percent were secondary-school age; the age level of 12.8 percent of those evaluated was not specified. (See Table 12.)

Special Education Classes Outside The Public Schools

A total of 435 special education classes were operated by the 83 re-

Table 12. NUMBER EVALUATED AND NUMBER ON WAITING LIST, OTHER SPECIAL EDUCATION FACILITIES

Parish	Number Evaluated				Number Waiting			
	Preschool	Elementary	Secondary	Total	Preschool	Elementary	Secondary	Total
Acadia	9	25	26	60	4	12	14	30
Allen	—	—	—	—	—	—	—	—
Ascension	—	—	—	—	—	—	—	—
Assumption	—	—	4	4	—	—	—	—
Avoyelles	—	—	—	—	—	—	—	—
Beauregard	—	—	3	3	—	—	—	—
Bienville	—	—	—	—	—	—	—	—
Bossier	—	—	—	—	—	—	—	—
Caddo	—	—	50	50	—	—	—	—
Calcasieu	658	107	110	875	1	—	10	11
Caldwell	20	31	8	59	5	33	16	54
Cameron	—	—	—	—	—	—	—	—
Catahoula	—	—	—	—	—	—	—	—
Claiborne	—	—	—	—	—	—	—	—
Concordia	—	—	7	7	—	—	—	—
De Soto	—	—	—	—	—	—	—	—
East Baton Rouge	194	206	117	517	11	106	13	130
East Carroll	—	—	—	—	—	—	—	—
East Feliciana	—	—	—	—	—	—	—	—
Evangeline	—	—	—	—	—	—	—	—
Franklin	—	—	—	—	—	—	—	—
Grant	—	—	—	—	—	—	—	—
Iberia	—	—	—	—	—	—	—	—
Iberville	—	1	5	6	1	1	—	2
Jackson	—	—	—	—	—	—	—	—
Jefferson	—	—	—	—	—	—	—	—
Jefferson Davis	—	—	—	—	—	—	—	—
Lafayette	1,100	50	76	1,226	15	5	8	28
Lafourche	57	30	128	215	6	4	25	35
LaSalle	—	—	—	—	—	—	—	—
Lincoln	—	36	106	142	—	12	30	42
Livingston	—	—	—	—	—	—	—	—
Madison	—	—	—	—	—	—	—	—
Mozehouse	—	2	2	4	—	—	—	—
Natchitoches	10	9	10	29	2	—	1	3
Orleans	1,230	1,233 *	739 *	4,314 *	18	48	39	105
Ouachita	7	52	90	149	—	—	—	—
Plaquemines	—	—	27	27	—	—	12	12
Pointe Coupee	—	—	—	—	—	—	—	—
Rapides	—	148	30	178	—	—	—	—
Red River	—	—	—	—	—	—	—	—
Richland	—	—	—	—	—	—	—	—
Sabine	—	—	—	—	—	—	—	—
St. Bernard	—	—	—	—	—	—	—	—
St. Charles	—	—	—	—	—	—	—	—
St. Helena	—	—	—	—	—	—	—	—
St. James	—	—	—	—	—	7	—	7
St. John	—	—	—	—	—	—	—	—
St. Landry	15	35	39	89	2	3	5	10
St. Martin	—	—	—	—	—	—	—	—
St. Mary	6	4	40	50	—	—	100	100
St. Tammany	—	—	50	50	—	—	—	—
Tangipahoa	22	54	229	305	1	9	25	35
Tensas	—	—	—	—	—	—	—	—
Terrebonne	—	—	87	87	—	—	40	40
Union	—	10	—	10	—	4	—	4
Vermilion	—	—	—	—	—	—	—	—
Vernon	—	215	—	215	—	—	—	—
Washington	—	—	12	12	—	—	6	6
Webster	—	—	—	—	—	—	—	—
West Baton Rouge	—	—	—	—	4	5	2	11
West Carroll	—	—	—	—	—	—	—	—
West Feliciana	—	—	—	—	—	—	—	—
Winn	—	—	—	—	—	—	—	—
Total	3,328	2,248*	1,995*	8,683*	70	249	346	665
Percent of Total	38.3%	25.9%	23.0%		10.5%	37.4%	52.0%	

* Total includes 1,112 students who could not be broken down by elementary and secondary.

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Table 13. NO. OF CHILDREN, NO. OF CLASSES BY SIZE OF ENROLLMENTS, NO. OF TEACHERS, AIDES, OTHER SPECIAL EDUCATION FACILITIES

Area of Exceptionality	Total Classes		Number of Classes With Enrollment Of:				No. Teachers	No. Aides	No. Teachers per Aide	Children Served	
	Number	%	1-7	8-11	12-15	16 or More				No.	%
EMR	115	26.4	4	57	27	27	117	16	7.3	1,715	36.6
TMR	182	41.8	44	102	28	8	157	148	1.1	1,694	36.2
SL	1	0.2	0	0	0	1	1	0	—	36	0.8
PH	25	5.7	1	14	9	1	31	5	6.2	297	6.3
VI	13	3.0	4	8	1	0	13	0	—	115	2.5
HI	74	17.0	13	56	3	0	76	2	38.0	593	12.7
SI	2	0.5	0	2	0	0	2	2	1.0	18	0.4
ED	8	1.8	2	2	4	0	8	6	1.3	80	1.7
LD	15	3.4	1	12	2	0	15	24	0.6	134	2.9
Other	0	0.0	0	0	0	0	0	0	—	0	0.0
Total	435		71	253	74	37	420	203	2.1	4,682	
Percent of Total			16.3%	58.2%	17.0%	8.5%					

Key: EMR, Educable Mentally Retarded; TMR, Trainable Mentally Retarded; SL, Slow Learner; PH, Physically Handicapped; VI, Visually Impaired; HI, Hearing Impaired; SI, Speech Impaired; ED, Emotionally Disturbed; LD, Learning Disabilities.

sponding facilities during the 1972-73 school year. The majority of these, 68.2 percent, were classes for the mentally retarded—41.8 percent for the trainable mentally retarded and 26.4 percent for the educable mentally retarded. (See Table 13.) When examined by size of enrollment, the majority of classes, 58.2 percent, fell in the range of 8 to 11 students. The smallest classes, those with 1 to 7 students, accounted for 16.3 percent of the total, while only 8.5 percent of the classes had 16 or more students. Class size in these facilities was much smaller than in the public schools (see Table 6), which could be explained by the larger proportion of trainable mentally retarded students who require smaller classes.

A total of 420 teachers and 203 aides served the classes in these facilities. The number of teachers per aide was 2.1, much lower than the 5.2 teacher-aide ratio found in the public schools. Almost two thirds of the 4,682 children in these classes were mentally retarded, evenly divided between the educable and the trainable. Over half were secondary aged students, 51.8 percent, while 39.9 percent were of elementary age and 8.3 percent were preschoolers.

Based on responses to the survey, special education classes outside the local public schools were available in private facilities and state schools in 33 of the 64 parishes. In 13 of these parishes, special classes served over 100 children. (See Table 14.)

Special Services or Therapy

In addition to special classes, some of the facilities surveyed provided a variety of other forms of educational services and therapy.

During the 1972-73 school year, a total of 10,304 students received special services or therapy at these facilities. They were served by 200.5 speech therapists, 73.5 hearing therapists and 13 physical therapists. (See Table 15.) Based on the survey findings, children were receiving these services in only 11 parishes, and one

Table 14. NUMBER OF CHILDREN, CLASSES, TEACHERS AND AIDES, BY PARISH, OTHER SPECIAL EDUCATION FACILITIES

Parish	Total Children	Number Classes					No. Teachers	No. Aides
		EMR	TMR	SL, ED LD	Other	Total Classes		
Acadia [a]	81	—	9	—	—	9	8	5
Allen	—	—	—	—	—	—	—	—
Ascension	11	—	2	—	—	2	2	2
Assumption	10	—	1	—	—	1	1	—
Avoyelles	—	—	—	—	—	—	—	—
Beauregard	3	—	2	—	—	2	2	1
Bienville	—	—	—	—	—	—	—	—
Bossier	—	—	—	—	—	—	—	—
Caddo	83	3	—	—	—	3	3	—
Calcasieu	158	4	5	2	4	15	15	14
Caldwell [a]	153	—	16	—	—	16	6	11
Cameron	—	—	—	—	—	—	—	—
Catahoula	—	—	—	—	—	—	—	—
Claiborne	—	—	—	—	—	—	—	—
Concordia	2	—	1	—	—	1	1	1
De Soto	—	—	—	—	—	—	—	—
East Baton Rouge [a]	947	20	4	—	86	110	113	6
East Carroll	—	—	—	—	—	—	—	—
East Feliciana	—	—	—	—	—	—	—	—
Evangeline	—	—	—	—	—	—	—	—
Franklin	—	—	—	—	—	—	—	—
Grant	—	—	—	—	—	—	—	—
Iberia	—	—	—	—	—	—	—	—
Iberville	9	—	2	—	—	2	2	1
Jackson	15	—	2	—	—	2	2	2
Jefferson	28	3	—	—	—	3	3	—
Jefferson Davis	—	—	—	—	—	—	—	—
Lafayette	119	5	8	—	—	13	13	11
Lafourche	253	4	9	1	—	14	14	8
LaSalle	—	—	—	—	—	—	—	—
Lincoln [a]	273	18	3	—	—	21	20	2
Livingston	16	—	3	—	—	3	3	—
Madison	—	—	—	—	—	—	—	—
Morehouse	4	—	3	—	—	3	3	3
Natchitoches	27	—	3	—	—	3	3	3
Orleans	890	27	32	17	5	81	90	57
Ouachita [a]	211	3	10	—	4	17	17	12
Plaquemines	28	3	—	—	—	3	3	—
Pointe Coupee	—	—	—	—	—	—	—	—
Rapides [a]	237	—	8	—	15	23	23	10
Red River	—	—	—	—	—	—	—	—
Richland	—	—	—	—	—	—	—	—
Sabine	—	—	—	—	—	—	—	—
St. Bernard	—	—	—	—	—	—	—	—
St. Charles	—	—	—	—	—	—	—	—
St. Helena	—	—	—	—	—	—	—	—
St. James	13	—	2	—	—	2	2	1
St. John	—	—	—	—	—	—	—	—
St. Landry	156	—	12	—	—	12	11	11
St. Martin	—	—	—	—	—	—	—	—
St. Mary	67	3	5	—	—	8	9	5
St. Tammany	50	—	—	4	—	4	4	—
Tangipahoa [a]	298	6	14	—	—	20	8 [b]	3 [b]
Tensas	—	—	—	—	—	—	—	—
Terrebonne	250	5	20	—	—	25	24	25
Union	20	1	1	—	—	2	2	2
Vermilion	—	—	—	—	—	—	—	—
Vernon [a]	215	6	—	—	—	6	6	2
Washington	18	—	2	—	—	2	2	2
Webster	23	4	—	—	—	4	2	—
West Baton Rouge	14	—	3	—	—	3	3	3
West Carroll	—	—	—	—	—	—	—	—
West Feliciana	—	—	—	—	—	—	—	—
Winn	—	—	—	—	—	—	—	—
Total	4,682	115	182	24	114	435	420 [b]	203 [b]

Key: EMR, Educable Mentally Retarded; TMR, Trainable Mentally Retarded; SL, Slow Learner; ED, Emotionally Disturbed; LD, Learning Disabilities.

[a] These parishes contain state schools with students drawn from the whole state.

[b] Teacher and aide information is not available for all facilities in Tangipahoa Parish.

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Table 15. SPECIAL SERVICES AND THERAPY, BY PARISH, OTHER SPECIAL EDUCATION FACILITIES

Parish	No. Children Receiving Therapy	Number of Therapists			
		Speech	Hearing	Physical	Other
Acadia	—	—	—	—	—
Allen	—	—	—	—	—
Ascension	—	—	—	—	—
Assumption	—	—	—	—	—
Avoyelles	—	—	—	—	—
Beauregard	—	—	—	—	—
Bienville	—	—	—	—	—
Bossier	—	—	—	—	—
Caddo	—	—	—	—	—
Calcasieu	437	5	2	—	12
Caldwell	—	—	—	1	16
Cameron	—	—	—	—	—
Catahoula	—	—	—	—	—
Claiborne	—	—	—	—	—
Concordia	—	—	—	—	—
De Soto	—	—	—	—	—
East Baton Rouge	1,093	9	2	4	6
East Carroll	—	—	—	—	—
East Feliciana	—	—	—	—	—
Evangeline	—	—	—	—	—
Franklin	—	—	—	—	—
Grant	—	—	—	—	—
Iberia	—	—	—	—	—
Iberville	—	—	—	—	—
Jackson	—	—	—	—	—
Jefferson	50	—	—	—	1
Jefferson Davis	—	—	—	—	—
Lafayette	1,935	103.5	21.5	—	—
Lafourche	80	4	—	—	1
LaSalle	—	—	—	—	—
Lincoln	—	—	—	—	—
Livingston	—	—	—	—	—
Madison	—	—	—	—	—
Morehouse	—	—	—	—	—
Natchitoches	—	—	—	—	—
Orleans	6,503	30	12	6	12
Ouachita	4	1	—	1	1
Plaquemines	5	3	—	—	—
Pointe Coupee	—	—	—	—	—
Rapides	6	3	—	—	2
Red River	—	—	—	—	—
Richland	—	—	—	—	—
Sabine	—	—	—	—	—
St. Bernard	—	—	—	—	—
St. Charles	—	—	—	—	—
St. Helena	—	—	—	—	—
St. James	—	1	—	—	—
St. John	—	—	—	—	—
St. Landry	—	—	—	—	—
St. Martin	—	—	—	—	—
St. Mary	6	3	—	1	—
St. Tammany	—	—	—	—	—
Tangipahoa	185	36	36	—	1
Tensas	—	—	—	—	—
Terrebonne	—	1	—	—	—
Union	—	—	—	—	—
Vermilion	—	—	—	—	—
Vernon	—	—	—	—	—
Washington	—	—	—	—	—
Webster	—	1	—	—	—
West Baton Rouge	—	—	—	—	—
West Carroll	—	—	—	—	—
West Feliciana	—	—	—	—	—
Winn	—	—	—	—	—
Total	10,304	200.5	73.5	13	52

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fourth of these were served by four university speech and hearing clinics.

Waiting Lists for Classes, Services and Therapy

There were 1,263 children on waiting lists to be served by the 83 responding facilities—1,099 for special classes and 164 for special services or therapy. (See Table 16.) Of the 33 parishes with special classes, 18 had students on a waiting list, the number ranging from two children in Natchitoches Parish to 349 in East Baton Rouge Parish. Four of the 11 parishes in which special services or therapy were available had waiting lists ranging from 17 children in Lafourche to 65 in Lafayette.

Funding

State government was the largest contributor to the funding of facilities outside the local public schools, providing grants to a total of 65 facilities. In addition, 23 facilities received 81 to 100 percent of their funding from the state, and 14 of these were state-run programs. (See Table 17.) The agencies of state government most often providing these funds were the Division of Mental Retardation and the Division of Vocational Rehabilitation. Forty-three facilities received money from private sources such as fees, tuition, gifts, and the United Givers Fund, with 11 facilities receiving over 60 percent of all funds from private sources.

Summary of Other Special Education Facilities

The private and other public special education facilities placed a relatively greater emphasis on meeting the needs of preschool and secondary-aged exceptional children than did the public schools. These facilities, like the public schools, offered the largest number

Table 16. WAITING LIST FOR SERVICES, OTHER SPECIAL EDUCATION FACILITIES

Parish	No. on Waiting List, Special Classes	No. on Waiting List, Special Services
Acadia	4	—
Allen	—	—
Ascension	—	—
Assumption	—	—
Avoyelles	—	—
Beauregard	—	—
Bienville	—	—
Bossier	—	—
Caddo	—	—
Calcasieu	21	—
Caldwell	34	—
Cameron	—	—
Catahoula	—	—
Claiborne	—	—
Concordia	—	—
De Soto	—	—
East Baton Rouge	349	34
East Carroll	—	—
East Feliciana	—	—
Evangeline	—	—
Franklin	—	—
Grant	—	—
Iberia	—	—
Iberville	—	—
Jackson	—	—
Jefferson	—	—
Jefferson Davis	—	—
Lafayette	5	65
Lafourche	24	17
LaSalle	—	—
Lincoln	102	—
Livingston	—	—
Madison	—	—
Morehouse	—	—
Natchitoches	2	—
Orleans	292	48
Ouachita	41	—
Plaquemines	12	—
Pointe Coupee	—	—
Rapides	6	—
Red River	—	—
Richland	—	—
Sabine	—	—
St. Bernard	—	—
St. Charles	—	—
St. Helena	—	—
St. James	—	—
St. John	—	—
St. Landry	10	—
St. Martin	—	—
St. Mary	102	—
St. Tammany	—	—
Tangipahoa	—	—
Tensas	—	—
Terrebonne	62	—
Union	4	—
Vermilion	—	—
Vernon	—	—
Washington	—	—
Webster	25	—
West Baton Rouge	4	—
West Carroll	—	—
West Feliciana	—	—
Winn	—	—
Total	1,099	164

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Table 17. NO. OF FACILITIES BY SOURCE AND PERCENT OF FUNDING, OTHER SPECIAL EDUCATION

Percent of Funding	Source				
	State	Federal	Local School Board	Loc. Gov. Auth.	Private
1 - 20	9	16	4	1	10
21 - 40	4	0	2	1	8
41 - 60	8	0	1	0	3
61 - 80	7	9	0	1	2
81 - 100	23	1	0	1	9
NA	14	7	6	1	11
Total	65	33	13	5	43

of services to the mentally retarded, but these services were geared to the trainable mentally retarded to a much greater extent than in the public schools. Finally, over half of these facilities indicated that transportation posed a problem in reaching students in need of their services, a problem not prevalent in the public school system.

OVERVIEW OF SPECIAL EDUCATION SERVICES

There were 70,171 children being served in special education throughout the state. The majority of these children, 55,185, were served in the public schools. (See Table 18.) On the other hand, there were 64,611 children in need of special services, 39,036 who had been evaluated as needing special services but the services were unavailable and 25,575 in need of testing. This amounts to almost one child in need of some form of special education for every child for whom a service was provided.

In both public and private facilities, a greater emphasis was placed on the needs of the mentally retarded, leaving largely unmet the needs of other exceptional children, such as the physically handicapped, the emotionally disturbed, the learning disabled and the visually impaired. Another weakness in the system was that only limited attention was given to locating and serving handicapped children at the preschool level, with efforts concentrated on the severely handicapped. Research in special education indicates that the less severely handicapped, in particular, can profit greatly by early diagnosis and placement in special programs, often lessening the extent to which special education is required later in the child's school career.

UNIVERSITY SPECIAL EDUCATION CENTERS

The following discussion of university special education centers is based on information and survey findings prepared by the Southwest Educational Development Laboratory of Austin, Texas, which was responsible for this aspect of the special education survey.

There are 11 special education centers which are located on public university and college campuses in Louisiana. These centers have assumed two functions: (1) to train and prepare teachers for special education classes

Table 18: OVERVIEW OF SPECIAL EDUCATION SERVICES

Parish	Public Schools Classes & Services	All Private Plus State Institutions	Total Receiving Services	No. Evaluated and Needing Services	No. Needing Testing	Total Needing Services	Total Number Handicapped Children - Survey Findings -	Percent of Total No. Handicapped Served - Survey Findings -
Acadia	738	81	819	481	107	588	1,407	58.2%
Allen	284	0	284	101	45	146	430	66.0
Ascension	247	11	258	50	46	96	354	72.9
Assumption	10	10	20	36	70	106	126	15.9
Avoyelles	916	0	916	986	97	1,083	1,999	45.8
Beauregard	42	3	45	252	37	289	334	13.1
Bienville	102	0	102	75	135	210	312	32.7
Bossier	792	0	792	3,266	1,835	5,101	5,893	13.4
Caddo	2,686	83	2,769	711	357	1,068	3,837	72.2
Calcasieu	1,506	595	2,101	2,725	263	2,988	5,089	41.3
Caldwell	158	153	311	74	54	128	439	70.8
Cameron	50	0	50	7	4	11	61	82.0
Catahoula	134	0	134	99	36	135	269	49.8
Claiborne	160	0	160	580	50	630	790	20.3
Concordia	612	2	614	1,406	541	1,947	2,561	24.0
De Soto	427	0	427	87	57	144	571	74.8
East Baton Rouge	7,229	2,040	9,269	2,608	5,114	7,722	16,991	54.6
East Carroll	432	0	432	244	1,879	2,123	2,555	16.9
East Feliciana	NA	0	NA	NA	NA	NA	NA	NA
Evangeline	646	0	646	0	230	230	876	73.7
Franklin	603	0	603	1,169	680	1,849	2,452	24.6
Grant	146	0	146	182	105	287	433	33.7
Iberia	714	0	714	452	144	596	1,310	54.5
Iberville	1,208	9	1,217	591	410	1,001	2,218	54.9
Jackson	122	15	137	67	117	184	321	42.7
Jefferson	5,582	78	5,660	2,775	490	3,265	8,925	63.4
Jefferson Davis	374	0	374	140	65	205	579	64.6
Lafayette	1,867	2,054	3,921	733	1,549	2,282	6,203	63.2
Lafourche	976	333	1,309	1,043	1,036	2,079	3,388	38.6
LaSalle	256	0	256	299	160	459	715	35.8
Lincoln	530	273	803	771	664	1,435	2,238	35.9
Livingston	718	16	734	419	260	679	1,413	51.9
Madison	213	0	213	14	54	68	281	75.8
Morehouse	228	4	232	455	249	704	936	24.8
Natchitoches	473	27	500	488	245	733	1,233	40.6
Orleans	5,000	7,393	12,393	571	125	696	13,089	94.7
Ouachita [a]	899	215	1,114	1,333	977	2,310	3,424	32.5
Plaquemines	52	33	85	80	384	464	549	15.5
Pointe Coupee	472	0	472	81	180	261	733	64.4
Rapides	2,182	243	2,425	408	441	849	3,274	74.1
Red River	58	0	58	261	270	531	589	9.8
Richland	655	0	655	1,450	507	1,957	2,612	25.1
Sabine	100	0	100	60	195	255	355	28.2
St. Bernard	797	0	797	619	91	710	1,507	52.9
St. Charles	550	0	550	993	269	1,262	1,812	30.4
St. Helena	179	0	179	126	247	373	552	32.4
St. James	463	13	476	176	341	517	993	47.9
St. John	758	0	758	201	70	271	1,029	73.7
St. Landry	2,143	156	2,299	618	183	801	3,100	74.2
St. Martin	615	0	615	1,179	121	1,300	1,915	32.1
St. Mary	484	73	557	415	234	649	1,206	46.2
St. Tammany	1,022	50	1,072	117	39	156	1,228	87.3
Tangipahoa	679	483	1,162	99	609	708	1,870	62.1
Tensas	84	0	84	284	230	514	598	14.0
Terrebonne	1,568	250	1,818	871	790	1,661	3,479	52.3
Union	163	20	183	37	56	93	276	66.3
Vermilion	1,036	0	1,036	656	103	759	1,795	57.7
Vernon	304	215	519	1,010	153	1,163	1,682	30.9
Washington [b]	1,713	18	1,731	2,801	915	3,716	5,447	31.8
Webster	653	23	676	41	145	186	862	78.4
West Baton Rouge	784	14	798	9	149	158	956	83.5
West Carroll	30	0	30	7	40	47	77	39.0
West Feliciana	114	0	114	245	49	294	408	27.9
Winn	447	0	447	902	477	1,379	1,826	24.5
Total	55,185	14,986	70,171	39,036	25,575	64,611	134,782	52.1%

a Includes City of Monroe students.
b Includes City of Bogalusa students.

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Table 19. INSTITUTIONS OFFERING TEACHER PREPARATION PROGRAMS IN AREAS OF SPECIAL EDUCATION

Institution	MR	PH	SI	ED	LD	Administration	Non-Categorical	HI	Total Areas
LSU—Baton Rouge	1	0	1	1	1	1	0	1	6
LSU—New Orleans	1	0	0	1	1	0	0	0	3
Louisiana Tech	1	1	1	1	0	0	0	0	4
McNeese	1	0	0	0	1	0	0	0	2
Nicholls	1	0	0	0	0	0	0	0	1
Northeast	1	0	0	1	0	0	1	0	3
Northwestern	1	1	1	1	0	0	0	0	4
Southeastern	1	0	1	1	0	0	0	0	3
Southern	1	0	1	0	1	0	0	1	4
Southwestern	1	0	0	1	0	0	0	0	2
Total	10	2	5	7	4	1	1	2	32

Key: MR, Mentally Retarded; PH, Physically Handicapped; SI, Speech Impaired; ED, Emotionally Disturbed; LD, Learning Disabilities; HI, Hearing Impaired.

Table 20. TEACHER PREPARATION PROGRAMS

Area of Exceptionality	Number of Graduates and Certificates					Current Enrollment Spring Semester 1972-73	Anticipated Graduates For Next 5 Years
	1968	1969	1970	1971	1972		
MR	135	134	152	198	239	1,306	1,688
PH	3	2	4	5	5	46	140
VI	0	0	0	0	0	0	0
SI	42	54	43	46	71	452	445
ED	14	11	28	28	44	230	315
LD	0	0	0	0	0	0	250
Administration	2	1	1	1	0	3	20
Non-Categorical	0	0	0	0	0	0	34
HI	0	0	0	0	1	38	50
Total	196	202	228	273	360	2,075	2,942

Key: MR, Mentally Retarded; PH, Physically Handicapped; VI, Visually Impaired; SI, Speech Impaired; ED, Emotionally Disturbed; LD, Learning Disabilities; HI, Hearing Impaired.

and (2) to evaluate and diagnose children suspected of needing special education who are referred to them by local school systems. Responses were received from all centers except the one at Grambling College.

Type of Teacher Preparation Programs Offered

The teacher training programs at the colleges and universities offered curricula leading to certification in specific areas of special education such as mental retardation, physically handicapped and emotionally disturbed. In addition, undergraduate and graduate degree programs in areas of special education were offered. None of the responding institutions offered certificates or degree programs in all of the areas of special education. LSU-Baton Rouge had the widest range of programs, offering certification or de-

grees in six of the nine areas (see Table 19), while Nicholls had an offering only in mental retardation.

All 10 of the responding institutions offered programs in mental retardation, and seven had programs for teachers of the emotionally disturbed. On the other hand, none of the institutions offered a preparatory program for teachers of the visually impaired.

From the findings on current enrollments and number of graduates for the last 5 years (see Table 20), the schools' 5-year projection of graduates in mental retardation appears realistic. The figure of 140 anticipated teachers of the physically handicapped over the next 5 years may be difficult to attain in view of the fact that only 19 have been certified over the past 5 years. To attain the projected number of teachers of the speech impaired, there must be a 40 percent increase in the number of graduates each year, and a 40 to 50 percent increase each year is necessary to reach the 5-year projection of teachers of emotionally disturbed children. The program for learning disabilities has just been established, and it is questionable whether the 5-year goal for these teachers can be attained. The present oversupply of teachers, however, may cause many regular classroom teachers to seek certification in special education.

Approval of Programs: Five institutions reported that their teacher education programs in some areas had been approved and funded by the Bureau of Education for the Handicapped of the U. S. Department of Health, Education and Welfare. Table 21 shows the approved and funded programs for each institution.

Five of the responding institutions indicated that their programs had not received federal approval and funding.

Table 21. BUREAU OF EDUCATION FOR HANDICAPPED APPROVAL AND FUNDING

Institution	Type of Program Approved and Funded
LSU—Baton Rouge	ED, LD, MR, SI, HI[a]
LSU—New Orleans	MR, LD, ED
Louisiana Tech	Block funding
McNeese	None
Nicholls	None
Northeast	None
Northwestern	Speech pathology
Southeastern	None
Southern	MR, HI, SI [a]
Southwestern	None

Key: ED, Emotionally Disturbed; LD, Learning Disabilities; MR, Mentally Retarded; SI, Speech Impaired; HI, Hearing Impaired.

a The hearing impaired program listed by LSU—Baton Rouge and Southern is one cooperative program requiring students to take courses on both campuses.

Explanations for absence of approval given by the five institutions with unapproved programs include (1) lack of practicum sites, (2) speech pathology personnel needed, (3) lack of qualified teachers, and (4) lack of master's or doctoral program.

Additional Faculty Needed: The 10 centers indicated that the teacher training programs will need 33 additional faculty members to prepare a sufficient number of teachers to meet the immediate needs of the areas served by each institution. The following data shows the number and types of faculty reported as being needed:

Type of Professional	Number of Faculty Needed
Learning Disabled	10
Mentally Retarded	8
Emotionally Disturbed	6
Speech pathologist	4
Hearing Impaired	1
Physically Handicapped	1
Supervisor of practicum	1
Special education teachers	2

Six additional faculty members were needed in one institution's program, while one to four additional faculty members were needed in each of the other nine institutions.

Availability of Student Facilities: Students in the introductory course to special education, graduate or undergraduate, generally used the techniques of observation to aid in recognizing those characteristics discussed in lectures. Observation is done in schools and other public and private facilities serving given types of exceptional children. Student teaching is actual classroom teaching experience for the undergraduate student which lasts for one semester at the rate of 2 hours per day. A practicum is an actual on-the-job practice for graduate students who usually teach full-time under supervision for a semester. A practicum may include specific research projects which provide experience in dealing with children.

It should be noted that Louisiana Tech offered a degree in the area of the speech impaired but listed no suitable student facilities for training. (See Table 22.) Although Northwestern offered degrees for education of the mentally retarded, no suitable student teaching or observation facilities were available; however, it did have practicum facilities. This school also lacked suitable student training facilities in the area of the physically handicapped although a degree was being offered. In addition, suitable student training facilities did not exist in the area of speech impaired education even though a degree was offered; practicum facilities were available.

Priority of Needs for Teacher Education Programs: The centers ranked in order of priority the items needed to

Table 22. AVAILABILITY OF FACILITIES FOR PRACTICAL EXPERIENCE

	MR			PH			VI			HI			SI			ED			LD		
Institution	Student Teaching	Observation	Practicum	Student Teaching	Observation	Practicum	Student Teaching	Observation	Practicum	Student Teaching	Observation	Practicum	Student Teaching	Observation	Practicum	Student Teaching	Observation	Practicum	Student Teaching	Observation	Practicum
LSU—Baton Rouge	X	X	X	Y	Y	Y	Y	Y	Y	X	X	X	X	X	X	X	X	X	X	X	X
LSU—New Orleans	X	X	X	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	X	X	X	X	X	X
Louisiana Tech	X	X	X	X	X	X							O	O	O	X	X	X			
McNeese	X	X		Y	Y														X	X	
Nicholls	X	X	X		Y			Y			Y		Y	Y	Y	Y	Y	Y	Y	Y	Y
Northeast	X	X	X	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	X	X	Y			
Northwestern	O	O	X	O	O	O						Y	O	O	X	O	O	O			
Southeastern	X	X	X							Y	Y	Y	X	X	X	X	X	X			
Southern	X	X	X							X	X	Y	X	X	Y				X	X	Y
Southwestern	X	X	X													X	X	X	Y	Y	Y

Key: MR, Mentally Retarded; PH, Physically Handicapped; VI, Visually Impaired; HI, Hearing Impaired; SI, Speech Impaired; ED, Emotionally Disturbed; LD, Learning Disabilities.
X—Facilities available for existing programs.
Y—Facilities available but no program exists.
O—No facilities available for existing programs.

expand teacher education programs. The most commonly mentioned items, both related, were additional staff and more funds. The following data shows the order of priority of needed items:

Item Needed	Order of Priority
Additional staff	1
Additional funds	2
Practicum sites	3
Materials and supplies	4
Equipment	5
Student teacher programs	6
Curricula	7
Observation facilities	7
Additional courses	8
Media learning center	8
Facilities	9
Current instructional materials	9
Associate of Arts program	9
Faculty in-service	10
Integration into the university	10
Contractuals	10
Clerical help	11

The centers indicated that a total of $702,000 in additional funds would be necessary to expand teacher preparation programs to meet the needs of the area served. Estimates from individual centers varied from a low of $50,000 to a high of $112,000. (See Figure 1.)

Evaluation by Special Education Centers

The major function of the special education centers is to evaluate children referred by local school systems. Besides the 11 special education centers, there are two parish-maintained evaluation teams. Of these 13 agencies, data was received from all but two—West Feliciana Parish and Grambling College.

Evaluation Procedures: Ideally, children referred to a special education center receive an interdisciplinary evaluation by a team of professionals consisting of a psychologist, an educational consultant, a social worker and a part-time speech pathologist/audiologist. In such an evaluation, a child's level of intelligence, language development and math, reading and spelling ability should be determined and his speech, hearing and vision tested. In addition, the team should consult with parents to learn about the child's past development. After all of the necessary information is obtained from the child and his parents, the team members should confer to reach a diagnosis and determine an educational prescription for the child. An interpretation of the findings should be discussed with parents and given to the appropriate school personnel.

The survey indicates that most of the responding centers followed these procedures in performing evaluations. (See Table 23.) However, some of the centers neglected certain important facets of the evaluation process. One center did not even administer individual I. Q. tests; two centers failed to test vision, hearing and speech or consult with parents on the child's history. An educational prescription, one of the fundamental reasons for the evaluation, was not formulated nor were parents formally apprised of the findings of the evaluation in three centers.

There were 131 persons on the 35 teams reported by the centers. This represents an average of 3.7 persons per team which is just above the basic minimum of 3.5 persons per team. Table 24 summarizes the data from each center as to number of teams, psychologists, special educational consultants, speech pathologists/audiologists and social workers. Four centers were operating with less than basic teams. Three of these needed additional speech pathologists.

Figure 1. ADDITIONAL BUDGET FOR EXPANSION OF TEACHER PREPARATION PROGRAMS

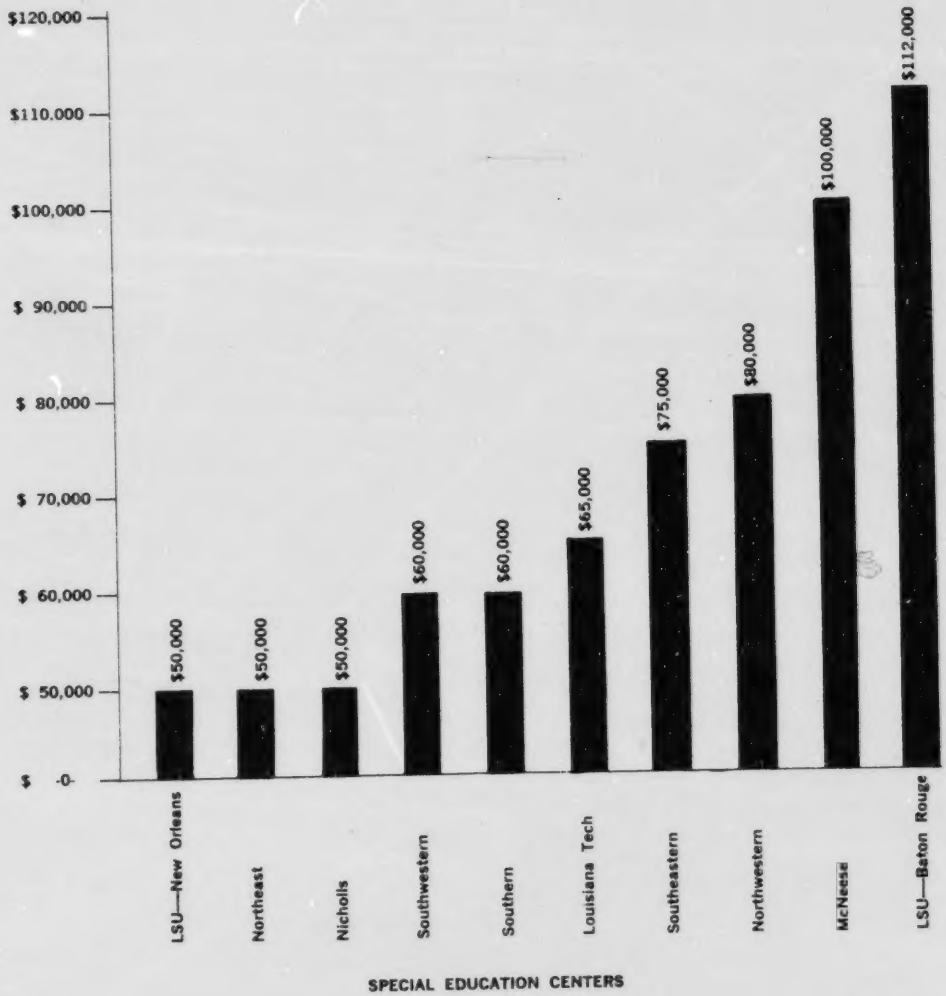

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Table 23. EVALUATIVE PROCEDURES USED BY CENTERS

Type of Evaluative Procedure	Number of Centers	
	Yes	No
One or more individually administered I. Q. tests given each child	10	1
Educational evaluation to determine levels in reading, math, spelling	11	0
Child given language development evaluation when indicated	11	0
Every child given a vision, hearing, and speech screening	9	2
Child given in-depth hearing and/or speech evaluation when indicated	11	0
Developmental history of child taken from parents	9	2
Every case discussed with staffing where all disciplines participate	11	0
Educational prescription part of each child's report	8	3
Interpretation of findings given parents in a formal session	8	3
Interpretation of findings made available to appropriate school personnel	11	0

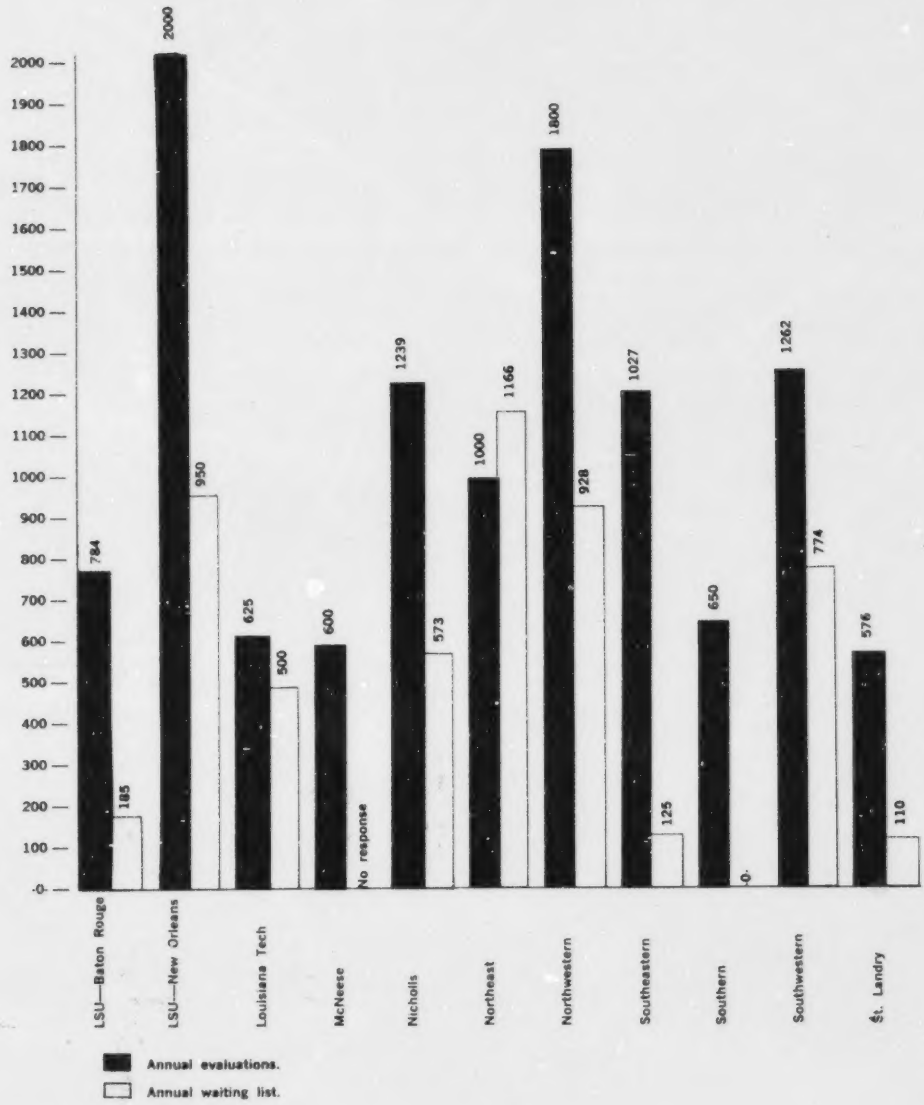
Table 24. EVALUATION TEAMS BY CENTER

Special Education Center	No. of Teams	Evaluations Per Team	No. of Psychologists	No. of Special Education Consultants	No. of Speech Personnel	No. of Social Workers
LSU—Baton Rouge	2	392	2	2	2	2
LSU—New Orleans	7	286	8	7	2	7
Louisiana Tech	3	208	2	3	2	3
McNeese	2	300	2	3	1	2
Nicholls	3	413	3	2	0	3
Northeast	2	500	2	2	1	2
Northwestern	6	300	6	10	2	6
Southeastern	2	514	2	2	1	2
Southern	2	325	2	2	2	2
Southwestern	5	252	6	6	3	5
St. Landry	1	576	3	1	1	2
Total	35	330	38	40	17	36

Number of Children Evaluated Annually: The 11 centers reported a total of 11,563 children evaluated annually. The total number evaluated per center ranged from 576 to 2,000. Ten centers reported 5,301 children on the waiting list to be evaluated with the total per center ranging from 0 at Southern to 1,166 at Northeast. The waiting list would have been much larger if all children needing evaluation had been referred to the centers. Some school systems reported that only the most pressing cases were referred because the centers could not handle the present caseload. Figure 2 indicates the number of children evaluated annually and the number on the waiting list at each center.

When, for each center, the number of children evaluated was divided by the number of teams, the caseload per team ranged from 208 to 576 students. (See Table 24.) The average was 330 per team. These figures should be interpreted carefully because several factors may affect their validity. Some centers had not had a full complement of teams for the full school year. In addition, the extent of the evaluation and the number of team members working on an evaluation affect the amount of time consumed per evaluation.

Figure 2. NUMBER OF STUDENTS EVALUATED ANNUALLY AND NUMBER ON WAITING LIST BY CENTER



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Average Time Between Referral and Evaluation: The centers reported an average waiting time between referral and evaluation ranging from less than one month to six months. The data is summarized in the table below. There may be a discrepancy in the reporting by some of the centers since Northeast reported the shortest waiting period and the largest waiting list.

Center	Waiting Time
Northeast	Less than 1 month
McNeese	1 month
Southern	1 month
Southeastern	2 months
St. Landry	2 months
Northwestern	3 months
Louisiana Tech	3 months
Nicholls	3 months
LSU-New Orleans	5 months
Southwestern	5 months
LSU-Baton Rouge	6 months

A long period of time between referral and evaluation is detrimental not only to the child but also to the local school system. Teachers and school officials being served by six of the centers reported that they had to wait between one third to two thirds of a school year before a determination might be made on how to best meet the child's special needs. In many instances a child who has been referred has fallen behind in his school work already, and an excessive waiting period can only worsen his situation.

Certification of Teams: Ten of the 11 centers used some team members who were not certified or licensed in their area of specialization. Of the 131 team members, 27 (21 percent) were not certified, but many of those were working toward certification. They fell in the following classifications:

Not Certified	Number
Psychologists	7
Social Workers	12
Speech and hearing	3
Special Education Consultants	4
Psychometrists	1

MENTAL HEALTH CLINICS

Mental health clinics and private clinics were also surveyed by the Southwest Educational Development Laboratory. These clinics were established primarily for the purpose of diagnosing and treating emotional problems. The clinics moved into educational evaluations because the special education centers were incapable of handling all of their referrals. Generally, mental health clinics are not staffed for performing this type of evaluation. Of the 29 mental health clinics surveyed, 15 clinics responded.

Table 25. EVALUATIVE TECHNIQUES USED BY MENTAL HEALTH CLINICS

Type of Evaluative Procedures	Number of Clinics	
	Yes	No
One or more individually administered I. Q. tests given each child	5	10
Educational evaluation given to determine levels in reading, math, spelling	3	12
Child given language development evaluation when needed	3	12
Every child given a vision, speech, and hearing screening	1	14
Child given in-depth hearing and/or speech evaluation when indicated	0	15
Developmental history of child taken from parents	15	0
Every case discussed in staffing where all disciplines participate	6	9
Educational prescription part of each child's report	6	9
Interpretation of findings given to parents in a formal session	14	1
Interpretation of findings made available to appropriate school personnel	10	5

Table 26. NUMBER OF STUDENTS ANNUALLY EVALUATED AND NUMBER ON WAITING LIST BY MENTAL HEALTH CLINIC

Name of Clinic	No. Evaluated Annually	No. on Waiting List
Acadiana Mental Health Clinic	480	9
Columbia Mental Health Clinic	NA	NA
Crowley Mental Health Clinic	40	2
DePaul Community Health Center	197	0
The Family Institute	100	0
Hammond Mental Health Clinic	250	0
Lafourche Mental Health Clinic	125	0
Monroe Mental Health Clinic	301	NA
Natchitoches Mental Health Clinic	90	0
Norco Mental Health Clinic	175	23
Ruston Area Mental Health Clinic	125	0
St. Tammany Mental Health Clinic	NA	0
Touro Community Mental Health Clinic	50	0
Ville Platte Mental Health Clinic	NA	NA
West Jefferson Mental Health Clinic	700	96

NA—Not Available.

Evaluation Procedures and Teams

The standard evaluation techniques used by most of the university special education centers were used only to a limited extent by mental health clinics. The greatest deficiency in the evaluation procedure used was in the limited number of potential problem areas tested. (See Table 25.) For example, only five of the 15 clinics administered individual I. Q. tests, only three tested reading, math, and spelling, and only one tested hearing, vision and speech.

Further, none of the clinics reported teams consisting of members of each of the major disciplines. Two clinics used a special education consultant, and none used a speech pathologist. The 15 clinics reported the following professional staffing of their diagnostic teams:

Staff Members	Number
Psychologists	17
Special education consultants	2
Speech pathologists	0
Social workers	47.5

Nine clinics used licensed professionals while six clinics reported uncertified or unlicensed staff members.

Number of Children Evaluated Annually

Twelve of the 15 mental health agencies reported a total 2,633 children evaluated in a year. The total per clinic ranged from 40 to 700. The number of children evaluated annually by clinic and the number on the waiting list are indicated in Table 26. The clinics reported an average waiting time between referral and evaluation of from less than a week to 4 weeks. Most reported 2 to 3 weeks.

RECOMMENDATIONS

It is essential that the state establish short- and long-range plans for implementing a statewide program of special education and that it provide the necessary funds and guidance to do so. The following recommendations

for additional special education funding are expressed in dollar amounts based on an evaluation of the needs indicated by the schools and universities responding to the special education survey. While the survey was based on the 1972-73 school year, the projected dollar needs have been reduced by the increased appropriations provided for the 1973-74 fiscal year. (See Table 27.)

A total appropriation of $23.4 million in additional funds is necessary to provide an adequate special education program for the 1974-75 school year. It is most important that these additional funds be appropriated directly to the State Department of Education rather than to individual schools or universities. In this way, the department can require that approved plans be submitted before money can be used. This will aid in assuring that the appropriated funds will be spent for special education and that money will be available to fund programs which become ready for implementation during the course of the school year. As a further check, approval should be required of the Division of Administration before funds are allocated.

To accomplish the goal of providing special education to all handicapped children, it is recommended that the following steps be undertaken.

1. The State Board of Education should periodically review the recently established guidelines for complete and competent evaluations. These guidelines should require a multidisciplinary approach to evaluations, and any agency meeting these established standards should be designated by the State Board of Education as a competent authority.

2. The responsibility for designating competent evaluation authorities should rest with one agency, the State Board of Education. In order to accomplish this, Act 70 of 1973 must be modified because it divides this authority among three agencies, the State Board of Education, the State Department of Education and the university special education centers. Only if this authority is centered in one agency can uniform standards be applied. However, contracting with other approved professionals for a portion of an evaluation, such as a single type of test, should be allowed.

3. The preparation of special education teachers should not be a function of the university special education centers but of the schools of education at the respective universities. The university special education centers should devote full time to evaluation and diagnosis of children referred by the school systems.

4. The university special education centers should be strengthened so that they can secure approval from the State Board of Education as competent authorities. For the special education centers to expand evaluation services to the extent needed, an additional $3.7 million is necessary. Specifically, the state should provide $2.2 million for 34 additional evaluation teams, $750,000 for construction and renovation of facilities and $750,000 for necessary equipment and supplies.

5. The university special education centers should conduct periodic internal evaluations to insure that their services meet the requirements of the guidelines established by the State Board of Education. All steps should be taken to insure that team members are certified or licensed in their respective disciplines and that the teams consist of no less than four persons who

Table 27. COST TO THE STATE FOR PROVIDING ADDITIONAL SPECIAL EDUCATION SERVICES FOR 1974-75 SCHOOL YEAR

Type of Service	Additional Cost for 1974-75
1. Expand evaluation centers at the state universities. There are 5,207 students on the waiting lists to be evaluated and 19,703 students who should have been referred for a total of 24,910 students needing evaluation; considering 500 students per team per year, with the present 35 teams an additional 37 teams are needed @ $65,000 per team. (The additional amount appropriated specifically for centers for 1973-74 is approximately $172,000 which could provide for 3.5 additional teams.)	$ 2,223,000
Also, additional funds for facilities, equipment and supplies for teams are needed @ $40,000 per team.	1,480,000
2. Provide for eight regional special education supervisors. At $25,000 per supervisor, $200,000 is necessary.	200,000
3. Expand the number of speech therapists. An estimated 74 speech therapists are needed to take care of the 10,881 students not receiving speech therapy @ $7,500 per therapist.	555,000
4. Contract with private organizations for services to exceptional children. These organizations are already providing classes for 3,082 children. Based on a cost of $1,500 per student per year with the state providing 75 percent of the funds and the local school systems, 25 percent, $3.5 million would be necessary. In addition, these organizations provide services such as physical and speech therapy for 7,539 children. No cost estimate is available at present. These organizations receive partial funding from the Division of Mental Retardation and the Division of Vocational Rehabilitation the amount of which is not determined.	3,500,000
5. Expand the number of special education classes to take care of those students already evaluated. Needed were 1,423 teachers for the 20,410 students @ $7,500 per teacher. An additional $3.9 million was appropriated in 1973-74 which provided salaries for 520 of the 1,423 teachers.	6,837,000
6. Expand and include in the salary supplement teacher aides. As an approximate number there should be one aide for every teacher in all exceptionalities except slow learners and in some cases educable mentally retarded. No aides are presently being supplemented; funds are needed for 2,138 aides @ $3,500 per aide.	7,483,000
7. Provide instructional materials and supplies. At $360 per teacher per year, $325,000 is necessary for the 903 new teachers.	325,000
8. Expand the teacher education programs. There is a need to increase the number of qualified special education teachers; the universities indicate that a total of $702,000 is necessary for salaries, facilities, equipment and supplies.	702,000
9. Develop manuals and guidelines as well as exemplary projects. The state should appropriate $100,000 to the State Department of Education for this purpose.	100,000
Total	$ 23,405,000

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serve full-time. Each team should have the services of one psychologist, one social worker, one special education consultant and one speech pathologist/audiologist.

6. An additional $555,000 should be provided by the state for 74 more speech therapists to serve those children presently not receiving the needed services.

7. School systems should be encouraged to contract with private organizations to provide special education services for preschool children and severely handicapped children where such facilities presently exist. For this purpose, the state should provide $3.5 million to the State Department of Education. Contracts should provide for local participation such as specifying that 25 percent of the funds be provided locally.

8. The Division of Mental Retardation currently provides funds to some private agencies which serve preschool and severely handicapped children. When the local schools assume the financial responsibility for providing services to handicapped children between the ages of 3 and 21 and with I. Q.'s over 25, the funds supplied by the Division of Mental Retardation should be continued so that services could be provided to other handicapped persons who are not the responsibility of the public schools and who are not now receiving special services.

9. The State Board of Education and the Division of Mental Retardation should redraw their regional planning districts to coincide with the governor's economic planning districts. (See Figure 3.) While both agencies use planning districts at present, their regional boundaries do not coincide, and their programs are not coordinated within the districts.

10. Special education programs should be supervised and coordinated on a regional basis. The State Department of Education should employ a special education supervisor for each of the governor's regional planning districts. The district supervisor should provide guidance and technical assistance to school systems which are implementing new special education programs and coordinate joint programs between school systems. He should also conduct inservice training programs for special education personnel in his district and serve as a liaison between the university special education centers within his district and the local school systems as well as other agencies providing special education services. The state should provide $25,000 for each of the eight regional supervisors needed.

11. For the additional 903 special education teachers (1,423 teachers less 520 funded for 1973-74) necessary to serve the children needing special classes, the state should provide an additional $6.8 million for salary supplements.

12. Legislative authorization exists for the funding of teacher aides, but no formula for these allotments exists as yet. The State Board of Education should establish these formulae immediately. Based on one aide for every teacher in all exceptionalities except slow learners and in some cases educable mentally retarded, $7.5 million would be required for teacher-aide salary supplements.

13. To provide the additional instructional materials and supplies which will be needed by the 903 new

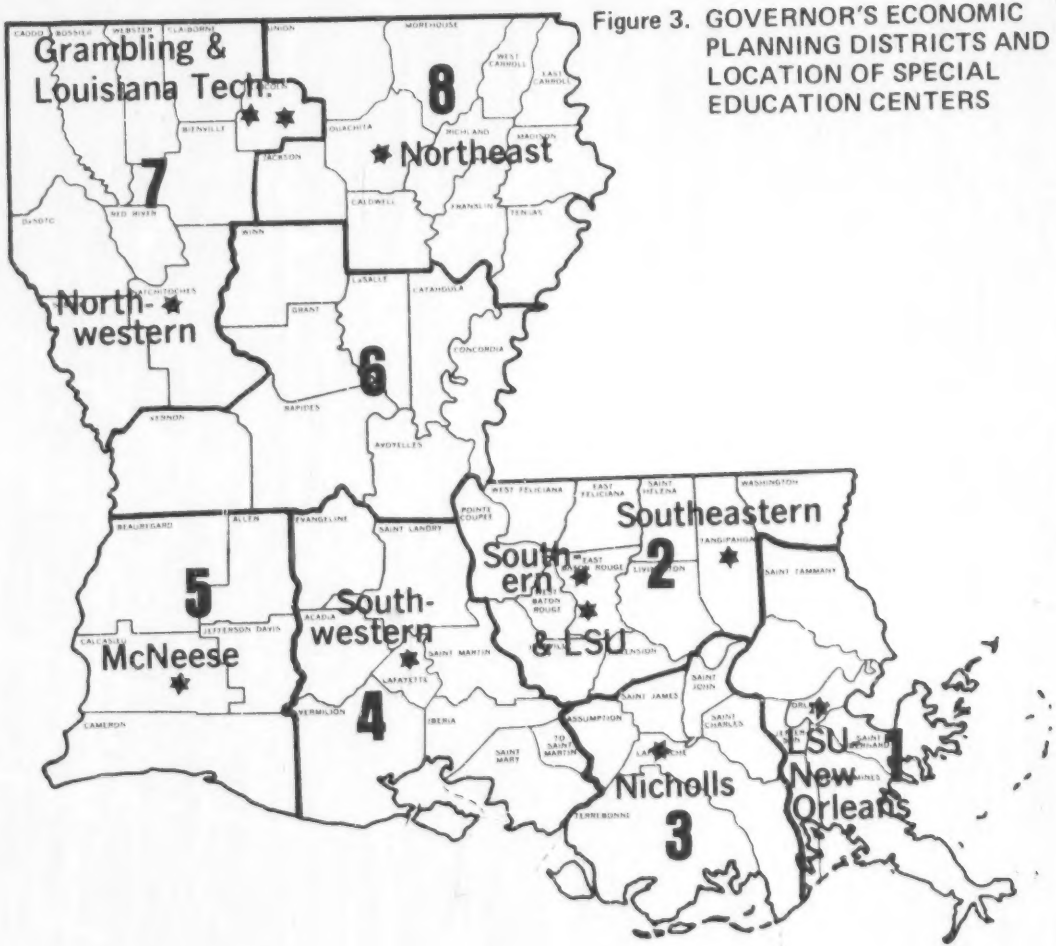

Figure 3. GOVERNOR'S ECONOMIC PLANNING DISTRICTS AND LOCATION OF SPECIAL EDUCATION CENTERS

teachers, the state should provide an additional $325,000.

14. The State Board of Education should formalize a means of funding special education services to be provided in conjunction with regular class placement, i. e., resource rooms and itinerant specialists. This would encourage schools to keep exceptional children in regular classes whenever possible.

15. The necessary expansion of teacher preparation programs requires an additional $702,000 in state funds. No new undergraduate or master's degree programs need be created if the already existing ones can be provided the additional resources required to train the needed number of teachers. These resources include salaries and support items for professional faculty, adequate clerical assistance, teaching materials and supplies, furniture, equipment and library materials.

A few doctoral-level training programs should be established at one or two major universities in Louisiana since none exist at present with the exception of speech/hearing. The Coordinating Council for Higher Education should make a survey to determine what doctoral programs are needed and the best location of these programs, but their proliferation should be avoided.

Those institutions with limited facilities for practice teaching should work with the local school systems and community agencies such as day care programs to develop adequate and appropriate practicum experiences. Colleges and universities should offer only those programs for which the necessary facilities are available.

16. The State Department of Education should survey the institutions lacking approval by the Bureau for Education of the Handicapped to determine whether these teacher preparation programs are in fact needed and, if so, the cost of making the improvements necessary to secure approval. The funds so required should be appropriated by the state. Approval by the Bureau for Education of the Handicapped would result in additional federal funds for teacher training programs in special education and would insure that all programs meet minimum standards.

17. Funds should be appropriated to the State Department of Education for the purpose of developing manuals and guidelines for special education programs and financing demonstration projects. School officials have expressed a need for assistance in designing programs for specific groups of handicapped children, determining which kinds of handicapped children can be taught together and determining the best instructional setting for the various programs, as well as determining the comparative costs and effectiveness of the different types of programs. One of the demonstration projects sorely needed is for the mentally gifted and talented children.

CONCLUSION

It should be recognized that the goal of providing educational services for all handicapped children cannot be reached overnight. Unless funds and leadership are provided at the state level, the passage of legislation making the provision of special education services mandatory on the part of local school systems can accomplish nothing.

GLOSSARY

To avoid confusion, terms common to special education are defined in this study as employed within the profession.

Special Education. The provision of services additional to or different from those in the regular school program. This involves a modification and adaptation of equipment, teaching materials, and teaching methods to meet the needs of exceptional children.

Exceptional Children. Children so different from "normal" or average in mental and/or physical characteristics that special educational provisions must be made for them.

Visually Impaired. Children who have central vision of 20/200 or less in the better eye with correcting glasses, or peripheral vision of not more than 20 degrees.

Children whose vision is 20/70 or less in the better eye after the best possible correction and who can use vision as the main channel of learning are classified as *partially sighted.* In addition, some children are included who, in the opinion of eye specialists and/or special education center personnel, will derive benefit from special provisions for partially sighted pupils.

Physically Handicapped. Children who are handicapped in the use of their bodies through birth or acquired defects are considered physically handicapped.

Hearing Impaired. Children whose sense of hearing after the best possible correction is nonfunctional for understanding normal conversation and whose hearing loss results in a delay in the development of language and/or speech are considered *deaf.*

Children who have a hearing loss of 20 decibels or more in at least two frequencies in speech range or a loss of 30 decibels in one frequency in the speech range in the better ear shall be considered *hard of hearing.* A child with a temporary loss may be classified as hard of hearing at the discretion of special education center personnel.

Speech Impaired. Children whose speech deviates so far from the speech of others that it attracts attention, interferes with communication or causes maladjustment are considered speech impaired.

Mental Retardation. Children with subaverage general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior, i. e., maturation, learning and social adjustment, are considered mentally retarded.

Children categorized as *custodial* are those with I. Q.'s of approximately 0 to 30 and are considered untrainable. They are usually cared for in residential facilities which offer 24-hour care.

The *trainable mentally retarded* child is one with an I. Q. of approximately 30 to 50. These children are incapable of being educated through ordinary classroom instruction or special education classes for the educable mentally retarded. However, they may be expected to profit from training in a group setting designed to promote social adjustment and develop skills for daily living.

The *educable mentally retarded* child is one with an I. Q. of approximately 50 to 75. These children may be expected to learn at a slow rate and to profit from an organized program designed to promote social adjustment and vocational proficiency.

The *slow learner* is a child with an I. Q. of approximately 75 to 90. These children may be expected to achieve at approximately three fourths of the normal rate. They can be expected to benefit from a limited academic program and special vocational training.

Learning Disabilities. Children with specific learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in problems with listening, thinking, talking, reading, writing, spelling or arithmetic. They include conditions such as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. They *do not* include learning problems which are due primarily to visual, hearing or motor handicaps, mental retardation, emotional disturbance or environmental disadvantage.

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